

**COUNTY OF LOS ANGELES**

**ACTON/AGUA DULCE  
LIBRARY PROJECT**

**COMMUNITY LIBRARY NEEDS ASSESSMENT**

Prepared by

Staff of the County of Los Angeles Public Library

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## **TABLE OF CONTENTS**

<b>CHAPTER</b>	<b>PAGE</b>
<b>I. EXECUTIVE SUMMARY.....</b>	<b>1</b>
<b>II. NEEDS ASSESSMENT METHODOLOGY.....</b>	<b>3</b>
<b>A. Executive Summary.....</b>	<b>3</b>
<b>B. Planning Effort.....</b>	<b>4</b>
1. County Library Planning Activities.....	4
2. Acton/Agua Dulce Library Planning Activities.....	5
<b>C. Community Input Strategies.....</b>	<b>7</b>
1. Community Survey.....	7
2. Community Meetings and Focus Groups.....	8
3. Joint Use Methodology.....	9
4. Site Selection Process.....	10
<b>III. COMMUNITY ANALYSIS.....</b>	<b>12</b>
<b>A. Executive Summary.....</b>	<b>12</b>
<b>B. Government Agencies and Officials.....</b>	<b>14</b>
<b>C. School Agencies.....</b>	<b>15</b>
<b>D. Community Organizations.....</b>	<b>19</b>
<b>E. Demography.....</b>	<b>20</b>
1. Population Growth.....	20
2. Poverty Rate.....	22
3. Per Capita Personal Income.....	23
4. Literacy Rate.....	25
5. Unemployment Rate.....	28
6. Age of Population.....	30
7. Occupations.....	32
8. Median Property Value.....	34
9. Educational Level.....	36
10. Languages Spoken.....	38
11. Occupied Housing Units by Tenure.....	39
12. Average Household Size.....	41
13. Population by Race and Ethnicity.....	42
14. Race and Ethnicity of Student Enrollment.....	44
<b>F. Academic Performance Index (API).....</b>	<b>46</b>
<b>IV. COMMUNITY CHARACTERISTICS ANALYSIS AND DISCUSSION.....</b>	<b>50</b>
<b>V. ANALYSIS OF LIBRARY SERVICE NEEDS.....</b>	<b>55</b>
<b>A. Executive Summary.....</b>	<b>55</b>
<b>B. Current Library Service.....</b>	<b>56</b>
<b>C. Addressing Community Needs.....</b>	<b>58</b>

<b>D.</b>	<b>Library Service Needs</b> .....	59
1.	Commons.....	59
a.	Collection.....	59
b.	Services.....	59
2.	Current Topics and Titles.....	60
a.	Collection.....	60
b.	Services.....	60
3.	Formal Learning Support.....	61
a.	Collection.....	61
b.	Services.....	62
4.	Lifelong Learning.....	63
a.	Collection.....	63
b.	Services.....	63
<b>VI.</b>	<b>SERVICE LIMITATIONS OF THE EXISTING LIBRARY FACILITY</b> .....	65
<b>A.</b>	<b>Public Library Service</b> .....	65
<b>B.</b>	<b>School Library Unmet Service Needs</b> .....	65
<b>VII.</b>	<b>PHYSICAL LIMITATIONS OF THE EXISTING LIBRARY FACILITY</b> .....	66
<b>VIII.</b>	<b>SPACE NEEDS ASSESSMENT</b> .....	67
<b>A.</b>	<b>Library Collections</b> .....	69
1.	Current Status of the Collection.....	69
2.	Capacity of the Proposed Library to House the Collection.....	69
3.	Collection Development Practice.....	69
4.	Proposed Collections .....	72
5.	Collection Space Needs.....	73
<b>B.</b>	<b>Reader Seats</b> .....	73
1.	Number, Type, and Allocation of Reader Seating.....	73
2.	Seating Standards.....	74
3.	Calculations Used.....	74
<b>C.</b>	<b>Technology</b> .....	75
1.	Number, Type, and Allocation of Technology.....	75
2.	Calculations Used.....	76
<b>D.</b>	<b>Staff Offices and Workstations</b> .....	77
1.	Staff Organization.....	77
2.	Staff Workstations.....	77
3.	Calculations Used.....	78
<b>E.</b>	<b>Meeting Room Requirements</b> .....	78
1.	Community Meeting Room.....	78
2.	Calculations Used.....	79
<b>F.</b>	<b>Special Purpose: Miscellaneous Space Needs</b> .....	79
1.	Miscellaneous Spaces.....	79
2.	Calculations Used.....	79
<b>G.</b>	<b>Non-Assignable Space</b> .....	80
1.	Non-Assignable Spaces.....	80
2.	Calculations Used.....	81

## **Appendices**

Appendix A:	2003 Written Community Survey Form
Appendix B:	Written Community Survey Responses
Appendix C:	Summary of Focus Group Comments
Appendix D:	Acton/Agua Dulce Service Area Map
Appendix E:	Acton/Agua Dulce Library, Summary of Proposed Collections
Appendix F:	Acton/Agua Dulce Library, Summary of Collection Space Needs/Shelving

## **I. Executive Summary**

Acton and Agua Dulce are two adjacent communities located in unincorporated areas of northern Los Angeles County. Acton is south of the Antelope Valley Freeway near Soledad Pass, between the San Gabriel and Sierra Pelona Mountains. Agua Dulce is north of the Antelope Valley Freeway, bordering the Santa Clarita Valley community of Canyon Country. Both Acton and Agua Dulce are rural communities whose residents strongly value the small-town atmosphere.

These geographically isolated communities do not have a public library. Residents currently receive library service via the County of Los Angeles Public Library's Santa Clarita Valley Bookmobile which provides an average of 65 hours of service per month at various locations in Acton and Agua Dulce. The bookmobile also serves other communities in northern Los Angeles County, including Castaic, Newhall, and Val Verde, in addition to its service in Acton and Agua Dulce. Although local residents value the bookmobile, many of the needs assessment survey respondents indicated that the schedule is not convenient for them. Instead, they regularly travel to the nearest County of Los Angeles libraries for homework assignments, information, study space, and recreational reading needs. These libraries include the Lancaster Regional Library, 22 miles to the north, and the Canyon Country Jo Anne Darcy Library, 20 miles to the west. Community residents also frequently visit the Palmdale City Library, a separate library jurisdiction, 13 miles to the north. The residents of Acton and Agua Dulce want and need a local public library of their own.

This unique area, to be served by the proposed Acton/Agua Dulce Library, was home to 12,538 residents in 2000. This was a dramatic increase of 256% from 1980 when the area was home to only 3,518 people. The next twenty years are expected to show continued growth, although not at the same pace as the previous 20 years. By 2020, the population is projected to grow to 15,634, which would be a 25% increase over the 2000 population.

Both communities are desperate for a library. A clear indication of that desire was the formation of the Friends of the Acton-Agua Dulce Library in 1999. That group was formed to lobby for a new library and has been very involved in planning for the new facility. The communities also expressed their strong desire for a library by approaching County of Los Angeles Supervisor Michael D. Antonovich and requesting his support for a Bond Act project.

In 2003, a survey of community residents was conducted, and 1,802 completed surveys were collected. When asked what services they used in the library they visited, their most frequent responses were for "homework assignments," "books and magazines," and "recreational reading." When asked in the survey what materials they would like to use, the most frequent responses were fiction books, nonfiction books, videos, children's books, homework/study center, CDs or audiotapes, personal information needs, and leisure reading.

An extensive number of focus groups and community meetings was held in Acton and Agua Dulce. Open to all community residents, these meetings drew participants from civic groups, the School District's Board of Trustees, school personnel and students, service organizations and clubs, parent-teacher organizations, school booster clubs, religious organizations, youth organizations, homeschool groups and seniors. A total of 327 residents of Acton and Agua Dulce participated in the meetings.

During the focus groups and community meetings, a number of themes emerged about the design of the library that the participants envision for their community and the services and materials they want the library to provide. Residents clearly want a library that will reflect the unique flavor of the two communities. In keeping with the "western" atmosphere promoted by

the local Community Standards Districts, residents felt the library should include an agribusiness collection and even expressed a desire for a “parking place” for horses outside the library. They indicated a need for the library to be a “gathering place” and a “cultural center” for Acton and Agua Dulce. The library would also provide a location for “distance learning” classes which could allow working adults to further their education without leaving the local communities.

In addition to physical amenities and equipment such as meeting rooms and public access computers, many adults expressed a desire for a broad range of library materials. Nonfiction material on subjects such as astronomy, geology, home improvement, local history and current events was of special interest to adults. They also expressed a desire for materials in various formats such as large print, audiovisual and electronic. They also want services and materials for children, especially those that would help their children, especially those that would help their children succeed in school.

The population of the Acton/Agua Dulce library service area in 2000 was comprised primarily of non-Hispanic Whites (81.6%), with a Hispanic population of 1,435 residents (11.4%). Non-Hispanic Asians comprised 1.8% of the service area population, and non-Hispanic African Americans and Blacks comprised 1.7% of the service area population.

The Acton-Agua Dulce Unified School District consists of three elementary schools, one junior high school, and one high school with a combined 2002-03 enrollment of 2,078. The racial and ethnic composition of the students closely mirrors that of the larger service area, though with a slightly lower percentage of non-Hispanic White students and a higher percentage of Hispanic students than the service area population at large. In 2002-03, the composition of the School District's student population was 78.8% non-Hispanic White, 16.0% Hispanic, 1.1% African American and Black, 0.8% Asian, and 0.7% Filipino.

To respond to the needs of students (K-12) for books and other library materials, access to computers, a place to study, and homework assistance, a strong joint use cooperative agreement has been executed between the County of Los Angeles and the Acton-Agua Dulce Unified School District. The County Library, in partnership with the School District, will establish and maintain a Community Learning Center. The Center shall provide a homework center as part of the service plan. Staff and trained volunteers will provide formal support to assist students in completing homework assignments, studying for tests, accessing resources, and participating in computer-based learning activities. The Center will also provide materials, including a core set of textbooks, which support the educational curriculum in the public schools. The School District Board was very enthusiastic about the library project, and there will be a very strong working relationship between the County and the School District.

Based on the community input and demographics described in this Community Library Needs Assessment, the County of Los Angeles Public Library has identified the following roles for the Acton/Agua Dulce Library: Commons, Current Topics and Titles, Formal Learning Support, and Lifelong Learning.

## **II. Needs Assessment Methodology**

### **A. Executive Summary**

Residents of the communities of Acton and Agua Dulce have been working together for a number of years to build support for the construction of a library that would serve the needs of both communities. The Friends of Acton-Agua Dulce Library, a non-profit organization dedicated to supporting the proposed library, was incorporated in June 2000. An early project for the Friends was the formation of a Library Planning Advisory Committee (LPAC). The enthusiasm of these dedicated residents captured the attention of Michael D. Antonovich, County of Los Angeles Fifth District Supervisor. In April 2002, County Librarian Margaret Donnellan Todd met with field deputies for Supervisor Antonovich and representatives from the Friends. As a result of that meeting, Supervisor Antonovich agreed to support the library project by providing funding to begin the planning process.

A number of meetings between County Library staff, the Friends of the Library, and the LPAC were held during the summer and fall of 2002, prior to securing the services of a library consultant. Initial discussions regarding a joint use project were also held during this period with the Acton-Agua Dulce Unified School District. Development of the concept of a homework center and other joint library/school activities proceeded in parallel with overall project planning.

Beginning in December 2002, the County Library held a series of meetings to obtain staff and community input for a community survey document and a series of focus groups and community meetings to be held in January 2003. Staff from the Fifth District field offices serving the area assisted in identifying local groups and organizations to be invited to the focus groups.

Survey questions were developed, and the written survey was made available at a variety of locations in January 2003. The survey was also published in the local newspaper.

While the written survey was being distributed, planning for the community meetings and focus groups continued. An extensive schedule of meetings was set for late January 2003. In addition to three open community meetings, a series of 11 targeted focus groups were scheduled with invitations being sent to individual stakeholders and organizations previously identified by staff from the County Library and the Fifth District office. A total of 327 Acton and Agua Dulce residents participated in the focus groups and meetings, which provided an opportunity for input from all members of the community.

Service responses were developed based on the findings from the survey and the community meetings. In addition, the staff of the Santa Clarita Valley Bookmobile, which serves these communities, provided input regarding bookmobile statistics and their observations of bookmobile usage by Acton/Agua Dulce library customers. The recommendations were reviewed by County Library staff and LPAC members, and adjustments were made. The revised recommendations were developed into a full-

scale space needs assessment which was later combined with input from two community “design camps” to become the basis for a detailed building program and conceptual drawings for the library.

## **B. Planning Effort**

### **1. County Library Planning Activities**

The library service needs assessment for the Acton/Agua Dulce area is the direct result of a series of facility and infrastructure planning projects undertaken by the County of Los Angeles Public Library during the past decade. Library administrative and planning staff have recognized the growing disparity between community library service needs and the library facilities’ ability to meet those needs. In many parts of Los Angeles County, population increases and changing community demographics have outstripped existing facility resources. Anticipated population growth over the next quarter century is expected to exacerbate the current service deficits and, in some locations, effectively disenfranchise entire communities from library service.

Over the past five years, the County Library has taken several important steps to lay the groundwork required to address this situation. In 1998, the County Board of Supervisors established a development impact mitigation fee for library facilities. This program requires all residential developers to pay a library facility mitigation fee as a condition of obtaining a building permit for all new residential development. These fees are paid directly to the County Library and provide potential funding for new library facilities and services in rapidly growing parts of the County’s unincorporated areas.

Another step that anticipated future capital projects, both new construction and existing building renovations, was the development of facility planning guidelines that set standards for many aspects of library building design, from adjacency and space allocation needs to specified building finishes. Library planning staff worked with Charles Walton Associates A.I.A., Inc. to prepare a set of library facility planning guidelines that design professionals and County departments can use to specify improvements to existing facilities as well as to plan and design expansions and new construction.

A Facility Expansion Needs Assessment Study was completed in 2001 by Kathryn Page Associates under a separate contract with the County Library. The study evaluated each existing facility’s ability to meet community needs for library service and provided a service-based framework by which to identify facilities most in need of expansion. Each facility was measured against a set of recognized library service indicators (square feet of space, collection size, seating capacity, number of public computers and meeting room space). Facilities were ranked in order by degree of service deficits. The facilities with the most severe deficits were identified.



During 2000 and 2001, Library planning staff worked with CIVIC Technologies, Inc., a geographic information systems (GIS) mapping and urban planning firm, to assemble and map accurate and comprehensive demographic information for the Library's eighty-four existing community library service areas and three bookmobile service areas. This project provided Library staff with an unprecedented level of current information and future projections regarding the communities served by the County Library.

In 2001-02, Kathryn Page Associates conducted a second study for the Library documenting a proposed set of service level guidelines. This study provided specific recommendations for County Library facilities in the areas of collection size and allocation, seating capacity, public computers, meeting room and programming spaces, and several other service components. The County Library has adopted these recommendations with minor modifications, and will be incorporating these into its general facility planning guidelines.

The body of work represented by these planning documents and studies has given the County Library a strong foundation on which to build as it works with the Board of Supervisors, other County departments, and the cities and communities it serves, to plan specific capital improvements



View typical of the Acton and Agua Dulce area

## **2. Acton/Agua Dulce Library Planning Activities**

Planning for a new library to serve the communities of Acton and Agua Dulce began in 1999-2000 with the incorporation of the Friends of Acton-Agua Dulce Library, a group of area residents dedicated to promoting a library project. One of the group's first projects was the formation of a Library Advisory Planning Committee (LPAC). This eight-member committee was comprised of three members from the Friends of the Library, three members of the local Chamber of Commerce and two area residents. The enthusiastic promotion of the library project by these dedicated individuals came to the attention of County of Los Angeles Supervisor Michael D. Antonovich. In April 2002, County Librarian Margaret Donnellan Todd met with Millie Jones and Norm Hickling, field deputies from the Fifth District's Antelope Valley and Santa Clarita offices, members of the LPAC and representatives from the Friends of the Acton-Agua Dulce

Library. As a result of that meeting, Supervisor Antonovich agreed to support the library project by providing funding to begin the planning process.

Following the April meeting, an Acton/Agua Dulce Library Planning Committee was formed to begin work on the project. The County Department of Public Works in consultation with the County Library engaged Tetra Design Inc., an architectural firm, to develop a conceptual design for a new library. County Library staff, working with various consultants, began preparations for a comprehensive, community-based library service needs assessment, which would lead to a detailed building program for a new library.

The Planning Committee included:

Angela Mazzie, Budget Deputy, Fifth Supervisorial District, Los Angeles County Board of Supervisors  
Millie Jones, Santa Clarita Valley Area Deputy, Fifth Supervisorial District, Los Angeles County Board of Supervisors  
Norm Hickling, Antelope Valley Area Deputy, Fifth Supervisorial District, Los Angeles County Board of Supervisors  
Margaret Donnellan Todd, County Librarian, County of Los Angeles Public Library  
Wendy Romano, Assistant Director, Public Services, County of Los Angeles Public Library  
David Flint, Assistant Director, Finance and Planning, County of Los Angeles Public Library  
Jim Daly, Supervising Civil Engineer, Los Angeles County Department of Public Works  
Norman Braverman, Principal Analyst, Los Angeles County Chief Administrative Office  
Robert Seal, Assistant Library Administrator, County of Los Angeles Public Library  
Luis Adan, Capital Projects Manager, County of Los Angeles, Public Library  
Josefina B. Reyes, Regional Administrator, County of Los Angeles Public Library

The kickoff meeting for the needs assessment process was held in May 2002. Monthly project meetings have been held thereafter. The Planning Committee has worked with a number of consultants in planning and implementing the community needs assessment and space planning effort.

## **C. Community Input Strategies**

### **1. Community Survey**

A community survey was developed and distributed in the two communities during January 2003. An initial draft survey form was developed by County Library staff during October and November 2002. County Librarian, Margaret Donnellan Todd, and the Library Planning Advisory Committee (LPAC) reviewed this draft and suggested changes that were incorporated into the final survey form. The survey questions were designed to identify residents' priorities for library services, their specific information and reading needs, and their current usage of the bookmobile and other libraries in the region. The survey was produced in English and widely distributed in the communities. Although a small number of Acton and Agua Dulce residents are of Hispanic ethnicity, few report limited English proficiency. The vast majority of residents of all ethnicities speak English well, therefore, the survey was produced only in English.

In early December 2002, the Library conducted a series of planning meetings in the Acton and Agua Dulce communities. These meetings were devoted primarily to the development of guidelines for how to distribute and collect surveys to achieve maximum community input. Josefina B. Reyes, Regional Administrator, County of Los Angeles Public Library, attended all of these meetings and served as liaison between the County Library and the community groups.

In late December 2002, the Library produced the final survey form which was distributed by LPAC to community organizations, churches, and several local businesses. Additionally, the survey was inserted into an edition of the Agua Dulce/Acton Country Journal, a free, weekly newspaper with an estimated circulation of 5,800, which provided for wide distribution throughout both communities. The Country Journal also ran articles urging readers to complete the survey. Appendix A contains the survey form.

The involvement of the school stakeholders in the library planning process was substantial. This was particularly true for the children. Survey forms were delivered to all of the schools. Teachers explained to the children how to complete the forms. Of the total 1,802 completed surveys returned by the community, children (ages 5 to 14) represented 41.3% of the survey respondents. Young adults and adults (ages 15 and older) represented 58.7% of the survey respondents.

Completed forms were collected at the end of January 2003 from designated pickup points that included all of the public schools, Acton Video, Agua Dulce Hardware, The Gym, and the Acton Print Shop. A total of 1,802 completed surveys were collected. This represents a 14.4% response, based on a current population of 12,538. This high response is due to the devoted efforts of many residents and their conviction that a library is an essential service for their community. Appendix B contains the written survey responses.

## **2. Community Meetings and Focus Groups**

In January 2003, a series of eleven focus group meetings and three open community meetings were held in Acton and Agua Dulce. The Library Planning Advisory Committee arranged these meetings which were held at either the Acton Community Center or the Agua Dulce Women's Club.

The focus group meeting schedule was published in two local newspapers and on the Acton Web site. All residents of Acton and Agua Dulce were encouraged to attend the community meeting or focus group of their choice. An invitation containing the focus group meeting schedule was also sent to the head of each community organization. VIP invitations were sent to civic groups, including Town Councils, the School Board, and other similar local governance organizations.

From January 22 through January 25, 2003, focus groups and community meetings were conducted to determine the library needs of the residents of the Acton and Agua Dulce communities including opinions on preferred library sites. These meetings were also designed to inform the residents about the Library Bond Act application process and to describe the nature of a contemporary library in the 21<sup>st</sup> century. Spanish language translation services were available upon request.

At least one representative of the County Library was present at each of these meetings to answer questions concerning County Library policies and procedures and to listen to community suggestions, comments, and concerns. These individuals included Josefina B. Reyes, Regional Administrator; Elaine Adler, Regional Youth Services Coordinator; and Andrea Kish, Assistant Regional Administrator, all from the Valencia Regional Office of the County Library. Their experience and insight also provided valuable information about the communities and their needs.

In a letter dated December 18, 2002, the Library Planning Advisory Committee made a formal request to the Superintendent of Schools to hold focus group meetings in all of the schools. Each teacher was to select two students per class to participate. A total of 120 students, 3 teachers and 2 principals from 5 schools participated.

Overall, a total of 327 Acton and Agua Dulce residents participated in the focus group meetings. This represents 2.6 % of the local population of 12,538 residents. A summary of focus group comments is contained in Appendix C.

In addition, two community "design camps" were held in July and August 2003 to elicit public comments on preliminary library design concepts. Community members had the opportunity to review proposed services and library spaces and provide further feedback prior to the completion of the building program.

### **3. Joint Use Methodology**

Early in the project, the County Library recognized that a partnership with the Acton-Agua Dulce Unified School District could form the basis for an important collaborative service in the new library. With elementary school children virtually cut off from school library services after 3:00 p.m., and with no school library facility available for students at Vazquez High School, the County Library saw that a Community Learning Center would serve the needs of many K-12 students in the community. In earlier focus group meetings, teachers had mentioned a need for access to dictionaries, encyclopedias and a large selection of reference material. One teacher said “I cannot stress strongly enough how beneficial a local library would be to support student learning.” With this in mind, the County Library, working with staff from the Fifth Supervisorial District, contacted the School District and set up a series of meetings to explore collaborative possibilities.

On February 26, 2003, the first meeting was held to discuss a joint use cooperative agreement between the County of Los Angeles and the Acton-Agua Dulce Unified School District. In attendance were: Wendy Romano, Assistant Director, Public Services, County of Los Angeles Public Library; Josefina B. Reyes, Regional Administrator, County of Los Angeles Public Library; Dr. Don Banderas, Superintendent, Acton-Agua Dulce Unified School District; Millie Jones, Norm Hickling, and Angela Mazzie from the office of Michael D. Antonovich, Supervisor, Fifth District, County of Los Angeles; and two members of the Acton-Agua Dulce School Board of Trustees, Steve Harbeson and Martin Barofsky.

On March 24, 2003, a second meeting was held to discuss the possibilities for joint use services based on additional information gathered from the communities during the focus group meetings. In attendance were: Dr. Banderas, Superintendent, Acton-Agua Dulce Unified School District; Josefina B. Reyes, Regional Administrator; Andrea Kish, Assistant Regional Administrator, Valencia Regional Office of the County Library; and Penny Markey, Youth Services Coordinator for the County Library.

There was a great deal of enthusiasm on all sides. At several joint use planning meetings, members of the Board of Trustees stated that they wanted to cooperate in every way possible to “make this library happen.” Working together, the participants created a joint vision of how they could collaborate to provide improved services to students. The School District was an active and enthusiastic partner in the development of a joint use cooperative agreement, generously agreeing to provide computers for the Community Learning Center and copies of core textbooks, in addition to partnering on an array of joint programs and services. Given its limited resources and fiscal constraints, this clearly demonstrated the strong interest of the District Superintendent and the Board of Trustees in developing an effective joint use partnership. As a result of these meetings, staff of the County Library and the Acton-Agua Dulce Unified School District developed a draft joint use cooperative agreement which was reviewed and revised until it reflected the shared vision and agreed upon commitments of the County of Los Angeles Public Library and the Acton-Agua Dulce Unified School District.

## **4. Site Selection Process**

Based on community input, the County Library worked extensively with the staffs of the County Department of Public Works, the County Chief Administrative Office (CAO), the Fifth Supervisorial District, and the Acton-Agua Dulce Unified School District to select a site that would meet the County Library's site selection criteria, the project objectives, and the site use criteria of the Library Bond Act regulations. Twelve sites in the unincorporated communities of Acton and Agua Dulce were identified by the Department of Public Works and CAO Real Estate Division, or the School District as possible locations for the Acton/Agua Dulce Library project. Field studies of these potential library sites were conducted between March 2001 and May 2002 by County staff. A 1.5-acre site located on Crown Valley Road, approximately one-quarter mile north of the Antelope Valley Freeway (State Highway 14) in the community of Acton, was determined to be the ideal location for the proposed library because it met the greatest number of project objectives, and site selection and use criteria. Once the site was selected, it was subsequently donated to the County by the Brevidoro Family, long-time members of the Acton community and strong library advocates.

Community involvement and input on library site selection were obtained through a variety of methods, including focus group meetings conducted as part of the community library needs assessment process in January 2003; a written survey distributed in January 2003; County Library staff attendance at the monthly Acton-Agua Dulce Library Planning Advisory Committee meetings; distribution and public review of the Acton/Agua Dulce Library Project Mitigated Negative Declaration/Initial Study document in both communities in July 2003; local architectural design camps conducted in July and August 2003 by the project architect, the County Library, and the Department of Public Works; and a formal public hearing conducted by the Los Angeles County Board of Supervisors in October 2003.

New library site on Crown Valley Road, looking north

### New library site Crown Valley Road looking south

The selected library site is prominently located on Crown Valley Road just north of the intersection of Crown Valley Road and Sierra Highway. It is located near the heart of Acton's business district and in the center of the heaviest concentration of population in the service area. The site is within walking distance of two public schools, and four of the five schools in the Acton/Agua Dulce Unified School District are located within four miles of the site. The location, close to two main traffic corridors and within one-quarter mile of the Antelope Valley Freeway (State Highway 14) provides high visibility and excellent vehicular access which will enhance residents' use of the library by making it more convenient for residents of both Acton and Agua Dulce to visit the library in the context of their daily errands.

### **III. Community Analysis**

#### **A. Executive Summary**

The communities of Acton and Agua Dulce are rural, unincorporated areas located in north Los Angeles County near the historic Soledad Pass between the San Gabriel and Sierra Pelona Mountains. Acton and Agua Dulce each have their own advisory Town Council to act as representatives of the community with local, County, State, and Federal offices.

Residents of the Acton and Agua Dulce communities are active in a wide variety of local organizations, as well as county, state, and national organizations. Cultural and outdoor/nature organizations are very active, as are civic and business organizations. Many residents are also active volunteers, assisting with public safety, school organizations, and activities for children, including sports. The Friends of Acton-Agua Dulce Library formed recently, and has become a key supporter of the proposed Acton/Agua Dulce Library Project.

The area to be served by the Acton/Agua Dulce Library was home to 12,538 residents in 2000. This was a dramatic increase of 256% from 1980 when the area was home to only 3,518 people. This rate of increase was much higher than the 27% increase in population experienced in Los Angeles County. It was also much higher than the 43% increase experienced in California and the 24% increase experienced in the United States.

The next twenty years are expected to show continued growth, although not at the same pace as the previous 20 years. By 2020, the population is expected to grow to 15,634, which would be a 25% increase over the 2000 population. This rate of population increase is larger than the 22% increase that is anticipated for Los Angeles County and the 15% increase anticipated for the United States. It is, however, less than the 35% increase that is anticipated for California.

The population of the Acton/Agua Dulce library service area in 2000 was comprised primarily of non-Hispanic Whites (81.6%), with a Hispanic population of 1,435 residents (11.4%). Non-Hispanic Asians comprised 1.8% of the service area population, and non-Hispanic African Americans and Blacks comprised 1.7% of the service area population.

The population of the Acton/Agua Dulce area is predominantly adult, with adults, ages 18 to 34, comprising 14.5% of the population. Those between the ages of 35 and 64 comprise almost half (49.3%) of the population, while seniors represent another 7.7%. Although 71.5% of the population is comprised of adults over the age of 18, a substantial percentage (28.4%) of the service area population is children, age 17 and under. The breakdown of this group is as follows: children, under 5 years of age, 5.4%; children between the ages of 5 and 9, 7.9%; children, ages 10 to 14, 9.9%; and children between the ages of 15 and 17, 5.2% of the population.

Residents of Acton and Agua Dulce are served by the Acton-Agua Dulce Unified School District. The District is governed by a six-member Board of Trustees, which includes



one student representative. The District is comprised of three elementary schools, a junior high school, and a high school. In 2002-03, the enrollment of the Acton-Agua Dulce Unified School District was 2,078 students. The racial and ethnic composition of the students closely mirrors that of the service area with 78.8% non-Hispanic White, 16.0% Hispanic, 1.1% African American and Black, 0.8% Asian, and 0.7% Filipino.

In 2002, all of the elementary schools achieved an API statewide rank of 6 or higher, and the high school achieved an API statewide rank of 5. The junior high school scores were unreported for 2002. However, in 2001, the junior high school achieved an API statewide rank of 7.

English is spoken in the vast majority of homes in the Acton and Agua Dulce area. Very few children (1.2%), ages 5 to 17, were reported to speak English “not well” or “not at all” and only 3.1% of adults 18 years and older indicated that they spoke English “not well” or “not at all.”

Most of the adults, 25 years and older, who live in Acton and Agua Dulce are very well-educated. More than one-fifth (23%) of the adults indicated that a college degree was their highest level of educational attainment, and 6% indicated that their highest level of educational attainment was a graduate degree. Almost one-third (32%) of the adults indicated that they had some college education, but did not have a degree. Very few adults (3%) who live in the Acton and Agua Dulce area have below a 9<sup>th</sup> grade education.

In the Acton and Agua Dulce area, individuals who are over the age of 16 and employed in the civilian workforce are most apt to be in either a management/professional position or a sales/office position.

The poverty rate in the Acton and Agua Dulce area is lower than it is in Los Angeles County, California, and the United States. In 1999, 10% of the combined Acton and Agua Dulce population were below the poverty level. This is lower than the rate in Los Angeles County (18%), California (14%), and the United States (12%).

The vast majority (90%) of Acton and Agua Dulce residents live in owner occupied housing units, only 10% of the residents live in renter occupied housing units. Median property values for the entire service area are not available, but the median property value in ZIP code 93510 (part of the Acton/Agua Dulce service area) in October 2002 was \$462,000.

## **B. Government Agencies and Officials**

### Los Angeles County Board of Supervisors

The Los Angeles County Board of Supervisors has governance over the unincorporated areas of the County and has approval authority over the Acton/Agua Dulce Library project. As the Bond Act applicant, the Board must approve the application, including the needs assessment, the plan of service, the building program, and the architectural conceptual plans. The Board must certify: (1) the availability of local matching funds; (2) its commitment to operate the facility and to provide public library direct service use at the facility for a period of 40 years; (3) the project budget submitted in the application form; and (4) a commitment to provide the supplemental funds necessary to complete the project at the level stated in the project budget. The Board must also approve the joint use cooperative agreement between the County of Los Angeles and the Acton-Agua Dulce Unified School District. Board field deputies coordinated numerous planning and input meetings and worked closely with Library staff and community groups on receiving input from across the communities.

### County of Los Angeles Public Library

The County Library is the lead agency in developing library services and the building program. The County Librarian reports directly to the Board of Supervisors. The County Library will staff and operate the new library when it opens.

The County Library initiated the planning process for this project and has worked with the Fifth Supervisorial District, the Acton-Agua Dulce Unified School District, the Friends of the Acton-Agua Dulce Library, the Town Councils and other key groups to coordinate the community library needs assessment process, develop the plan of service and the building program, and prepare the joint use cooperative agreement.

### County of Los Angeles Chief Administrative Office

The staff of the Chief Administrative Office serves on the project planning committee and is responsible for the oversight of the project and the project budget on behalf of the Board of Supervisors.

### County of Los Angeles Department of Public Works

The Department of Public Works is responsible for overall project management of the Acton/Agua Dulce Library project, including coordination between County departments and architectural and other consultants.

### Acton-Agua Dulce Unified School District

Staff of the Acton-Agua Dulce Unified School District worked enthusiastically with County Library staff to provide input regarding library service needs and to develop and prepare an appropriate joint use cooperative agreement to serve the K-12 students in the project service area. The Board of Trustees of the Acton-Agua Dulce Unified

School District must approve the joint use cooperative agreement between the County of Los Angeles and the School District. District staff attended numerous planning and focus group meetings, including Friends of the Library meetings, to provide key input on needed services.

### Acton and Agua Dulce Town Councils

Acton and Agua Dulce each have their own advisory Town Council to act as representatives of the community with local, County, State, and Federal offices. For a number of years, both Town Councils have advocated for improved library services in their communities. Acton's Town Council consists of nine elected members. The Agua Dulce Town Council consists of seven members. The community of Acton has established its own Community Standards District (CSD), and the community of Agua Dulce is in the process of developing its own CSD. Because the new library will be constructed in Acton, the architectural design will build upon the Acton Community Standards District guidelines which specify a "western" style in building design. Members of both Town Councils actively participated in focus group meetings with library staff and consultants.

### Key Government Officials

Michael D. Antonovich, Supervisor, Los Angeles County, represents the Fifth Supervisorial District in which the communities of Acton and Agua Dulce are located. He has been an advocate for improved library services within his district. Supervisor Antonovich has provided the required County matching funds for the proposed project. He and his staff have also been instrumental in facilitating efforts to acquire the site for the new library and for coordinating and actively participating in the library planning process.

Margaret Donnellan Todd, County Librarian, County of Los Angeles Public Library, has championed strategic planning and facilities planning for the County's community libraries throughout her tenure. She has led the effort to plan and construct a new library for the residents of the communities of Acton and Agua Dulce. Ms. Todd serves on the project planning committee, has ensured that key Library personnel and resources are made available to the project, and communicates project status and needs to Supervisor Antonovich and his staff.

## **C. School Agencies**

Residents of the Acton and Agua Dulce communities are served by the Acton-Agua Dulce Unified School District. The Acton-Agua Dulce Unified School District is located in the high desert along the Antelope Valley Freeway approximately 45 minutes north of Los Angeles. The District covers an area of approximately 200 square miles, reaching from the communities of Acton and Agua Dulce into the foothills of the San Gabriel Mountains and the Angeles National Forest.

### **School District offices and the Acton Elementary School**

The District unified in 1993 and is comprised of three elementary schools, a junior high school, and a high school. The District is governed by a six member Board of Trustees, which includes one student representative. As of September 2003, the Board members were:

James Duzick, President  
John Sisco, Vice President  
Steve Harbeson, Board Clerk  
Martin Barofsky, Member  
Mark Nielson, Member  
Damian Arms, Student Representative

All schools in the District have small school libraries, except for the high school which does not have a school library. The school libraries are not staffed by professionals, nor are they open during the full school day, and there are no open hours after school. However, a permanent high school is being planned which will include a school library.

#### **1. District Headquarters**

Acton-Agua Dulce Unified School District  
32248 Crown Valley Rd., Acton, CA 93510  
Dr. Don Banderas, Superintendent  
2002-03 District Enrollment: 2,078

#### **2. Elementary Schools**

Acton Elementary School  
32248 Crown Valley Rd., Acton, CA 93510  
Tracey Wegmann, Principal  
Grades: 3-6  
2002-03 School Enrollment: 491

Meadowlark Elementary School  
3015 Sacramento Ave., Acton, CA 93510  
Victoria Peck, Principal  
Grades: K-2

2002-03 School Enrollment: 283

Agua Dulce Elementary School  
11311 W. Frascati St., Agua Dulce, CA 93510  
Steve Lorenze, Principal  
Grades: K-6  
2002-03 School Enrollment: 347

3. Junior High School

High Desert Junior High School  
3620 Antelope Woods Rd., Acton, CA 93510  
Jerry Watkins, Principal  
Grades: 7-8  
2002-03 School Enrollment: 408

4. High School

Vasquez High School  
33630 Red Rover Mine Rd., Acton, CA 93510  
Steve Pinkston, Principal  
Grades: 9-12  
2002-03 School Enrollment: 549

In a memorandum to the County Library, dated December 23, 2002, Dr. Don Banderas, Superintendent of Schools, provided the following District enrollment numbers:

1980 – 745

2000 – 2,067

2020 – 3,200

In addition, an unknown number of students are home schooled or attend private schools in adjoining communities.

He noted that in 1980 the District was a K-8 elementary district with only two schools, the Acton and Agua Dulce Elementary Schools. By 2000, a junior high school, a high school, and a third elementary school had been added.

In 2002-03, the student populations were as follows:

School	Grade	No. of Students
Meadowlark Elementary	K-2	283
Agua Dulce Elementary	K-6	347
Acton Elementary	3-6	491
High Desert Junior High	7-8	408
Vasquez High	9-12	549
TOTAL		2,078

According to the District's Web site (<http://aadusd.k12.ca.us/>), the "District provides a comprehensive education program and serves a population that is 82% Anglo, 13% Hispanic and 5% other ethnic groupings. District schools have been recognized as California Distinguished Schools. A challenging curriculum that emphasizes basic skills is offered to all students in the District. On nationally normed tests, the district scores one to four years above grade level."

In his District enrollment projection for 2020, Dr. Banderas noted that, "Water is the

fundamental issue in projecting future enrollment. When water comes to the area it will explode in growth.” He projected that, with improved availability of water, the enrollment could easily reach 10,000, citing a School Facilities Needs Analysis, conducted by School Facilities Consultants in 2000. This number is in keeping with SCAG’s Acton/Agua Dulce enrollment projection of 11,461 by 2020.<sup>1</sup> However, since growth in this area is in question because of significant water shortage problems, the more conservative and realistic 2020 enrollment projection of 3,200 students is used for planning this library project.

The focus group meetings held in the schools confirmed the children’s strong need and desire for a community library. Although schools other than the high school have small school libraries, the students need larger collections and broader services than are currently provided by the School District. It was pointed out during the parent-teacher focus group meeting that the libraries at Meadowlark Elementary School and Acton Elementary School share one staff member. The High Desert Junior High School library is staffed only a few hours a day. The School Site Councils fund the libraries; they, in turn, receive their funding from the State, and these funds are currently being cut, increasingly eroding the collections and services of the school libraries. Additional information about the focus groups can be found in Appendix C.

Vasquez High School was established in 1993. Prior to its establishment, high school students attended Highland High School in the Palmdale Unified School District, located about 14 miles away. Vasquez High School initially opened on the campus of the District’s junior high school where it remained for six years until it moved to its present site in the fall of 1999. The school is currently housed in temporary facilities awaiting the construction of a permanent campus on a site adjacent to the current location.

In 1999, the Western Association of Schools and Colleges Accrediting Commission had recommended that a permanent and adequate high school campus and facility be developed, and especially noted that the lack of a library/media center was a major concern to parents, students, and faculty. The permanent campus plan includes a library/media center. The Commission, in its March 2002 report,<sup>2</sup> noted that the District was pursuing a joint use library venture project with the County of Los Angeles. The Commission and the School Board of Trustees recognized that a public library cannot take the place of a school library, but saw the joint use venture as an important first step in providing quality library service to students of Acton and Agua Dulce.

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<sup>1</sup> Telephone conversation between Robert Seal, County of Los Angeles Public Library, and Marc Futterman, Civic Technologies, Inc. (January 17, 2003), Southern California Association of Governments, *2001 Regional Transportation Plan: 2020 Projection*, (2001).

<sup>2</sup> Accrediting Commission for Schools, *Visiting Committee Report on Learning, Vasquez High School, March 10-13, 2002* (Western Association of Schools and Colleges, 2002).

## **D. Community Organizations**

Residents of Acton and Agua Dulce are active in a number of local organizations. The most active and well-known local organizations are as follows:

- Acton Arrowheads 4-H Club
- Acton Chamber of Commerce
- Acton Civic Association
- Acton Community Club
- Acton Leos
- Acton Lions Club
- Acton Park Advisory Committee
- Acton Rangers
- Acton School Parent-Teacher Organization
- Acton Town Council
- Acton Volunteer Fire Department
- Acton Women's Club
- Acton Youth Booster Club
- Acton-Agua Dulce Arts Council
- Acton-Agua Dulce Brokers Association
- Acton-Agua Dulce Homeschool Group
- Acton-Agua Dulce Trails Council
- Acton-Agua Dulce Unified School District
- Acton-Agua Dulce Unified School District Board of Trustees
- Agua Dulce Chamber of Commerce
- Agua Dulce Civic Association
- Agua Dulce Elementary School Booster Club
- Agua Dulce Lions Club
- Agua Dulce Seniors Club
- Agua Dulce Town Council
- Agua Dulce Women's Club
- Canyon Coyotes 4-H Club
- Friends of Acton-Agua Dulce Library
- High Desert Junior High School Booster Club
- Meadowlark School Parent-Teacher Organization
- Natural History Club of Acton-Agua Dulce
- United Schools of Acton-Agua Dulce
- Vasquez High School Parent Teacher Student Organization
- Veterans of Foreign Wars Post 10606
- Vietnam Veterans of America

Members of community groups were active participants in the focus groups, community meetings, and surveys. Many residents are members of several groups and were included in more than one meeting. The Friends of the Acton-Agua Dulce Library/Library Planning Advisory Committee led the effort to publicize focus groups and community meetings, and to distribute input surveys.

Community organizations will have access to the community meeting room and the group study room in accordance with library policies. Programs will be offered on a

wide variety of topics that will be of interest to the members of various organizations. When appropriate, community organizations and the library will co-sponsor programs for children, teens, adults, and/or seniors. Members of community organizations will be able to contact the library and receive information service by phone, e-mail, or fax. Information literacy training will also be available to respond to the needs of community residents. These services and computer classes will be publicized by community organizations to ensure that their members are aware of these opportunities.

## E. Demography

### 1. Population Growth

Sources: Population: United States Census Bureau; California Dept. of Finance; Southern California Association of Governments. School Enrollment Population: United States Census Bureau; California Dept. of Finance; California Dept. of Education; California Basic Educational Data System; Acton-Agua Dulce Unified School District: District Enrollment Report; Acton-Agua Dulce Unified School District: School Facilities Needs Analysis.

**Table: Population Growth and Change: 1980, 2000, 2020**

	Acton/ Agua Dulce	Los Angeles County	California	U.S.
<b>Population</b>				
Public library project's service area 1980 population:	3,518	7,500,300	23,667,902	226,545,805
Population Percentage Change from 1980 to 2000: %	256%	27%	43%	24%
Public library project's service area 2000 population:	12,538	9,519,338	33,871,648	281,421,906
Population Percentage Change from 2000 to 2020: %	25%	22%	35%	15%
Public library project's service area 2020 population:	15,634	11,584,800	45,821,900	324,927,000
<b>School Population</b>				
Project's public school attendance area(s) 1980 student population:	745	1,746,337	4,643,765	44,474,254
Population Percentage Change from 1980 to 2000: %	177%	27%	67%	38%
Project's public school attendance area(s) 2000 student population:	2,067	2,209,165	7,747,590	61,297,467
Population Percentage Change from 2000 to 2020: %	55%	15%	36%	4%
Project's public school attendance area(s) 2020 student population:	3,200	2,548,820	10,513,655	63,773,000

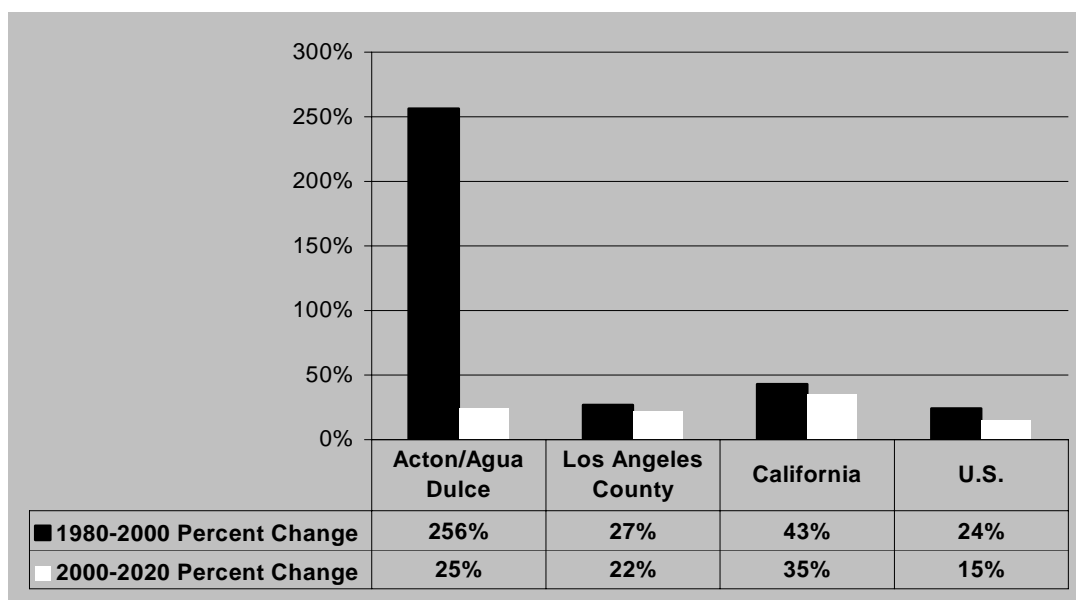


- The public school attendance population of the Acton/Agua Dulce service area increased 177% between 1980 and 2000. This was a larger increase than that experienced by Los Angeles County (27%), California (67%), and the U.S. (38%).
- The public school attendance population of the Acton/Agua Dulce service area is projected to increase 55% from 2000 to 2020. This is significantly larger than the changes in the public school attendance population projected for Los Angeles County (15%), California (36%), and the U.S. (4%).

**Table: Summary of Population Change: 1980, 2000, 2020**

	Acton/ Agua Dulce	Los Angeles County	California	U.S.
1980	3,518	7,500,300	23,667,902	226,545,805
1980-2000 Percent Change	256%	27%	43%	24%
2000	12,538	9,519,338	33,871,648	281,421,906
2000-2020 Percent Change	25%	22%	35%	15%
2020	15,634	11,584,800	45,821,900	324,927,000

**Percent Change of Population Growth: 1980-2000, 2000-2020**



- The population of the Acton/Agua Dulce service area increased 256% from 1980 to 2000. This was a larger increase than that experienced by Los Angeles County (27%), California (43%), and the U.S. (24%).
- The population of the Acton/Agua Dulce service area is expected to increase 25% between 2000 and 2020. This is a larger increase than is projected for Los Angeles County (22%) and the U.S. (15%). It is a smaller increase than is projected for California (35%).

## 2. Poverty Rate

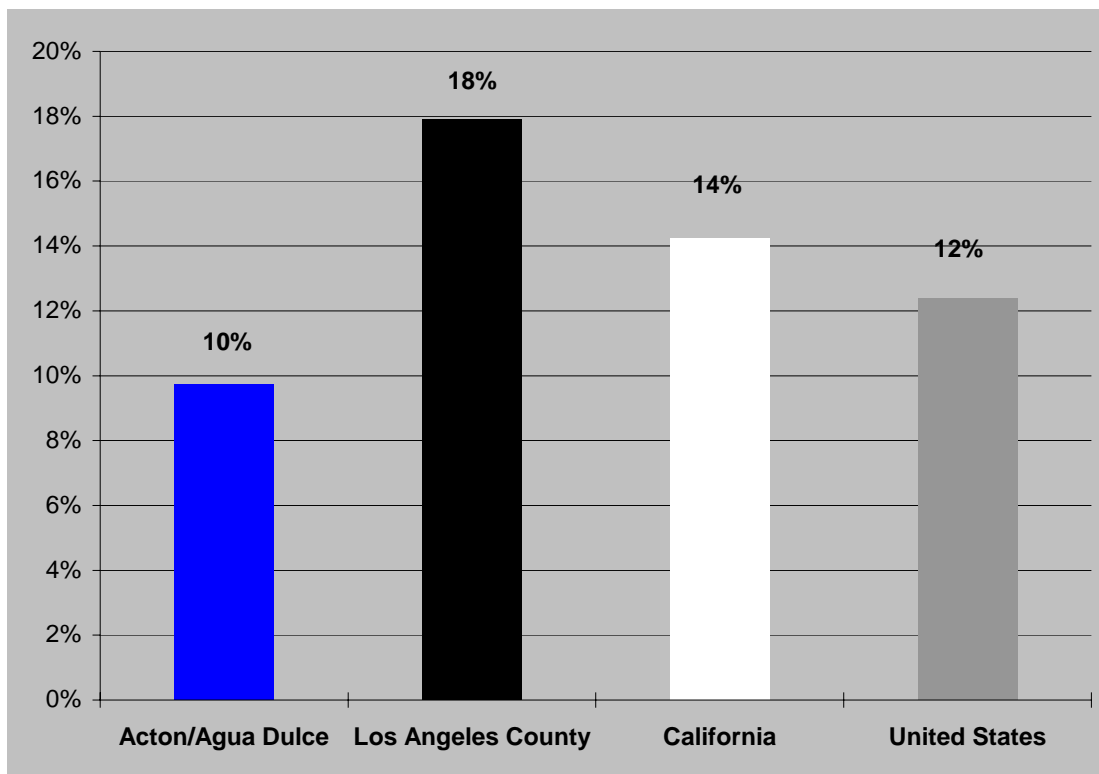
Source: Census 2000

**Table: Poverty Status in 1999 in Service Area**

	Below Poverty	Above Poverty	Total
Acton/Agua Dulce	1,208	11,198	12,406
Los Angeles County	1,674,599	7,675,172	9,349,771
California	4,706,130	28,393,914	33,100,044
United States	33,899,812	239,982,420	273,882,232

	Below Poverty	Above Poverty	Total
Acton/Agua Dulce	10%	90%	100%
Los Angeles County	18%	82%	100%
California	14%	86%	100%
United States	12%	88%	100%

**Poverty Status in 1999 in Service Area**



- In the Acton/Agua Dulce service area, 1,208 people were below the poverty level in 1999. This was 10% of the service area population.
- A smaller percentage (10%) of the Acton/Agua Dulce service area population was below the poverty level than in Los Angeles County (18%), California (14%), and the U.S. (12%).

### 3. Per Capita Personal Income

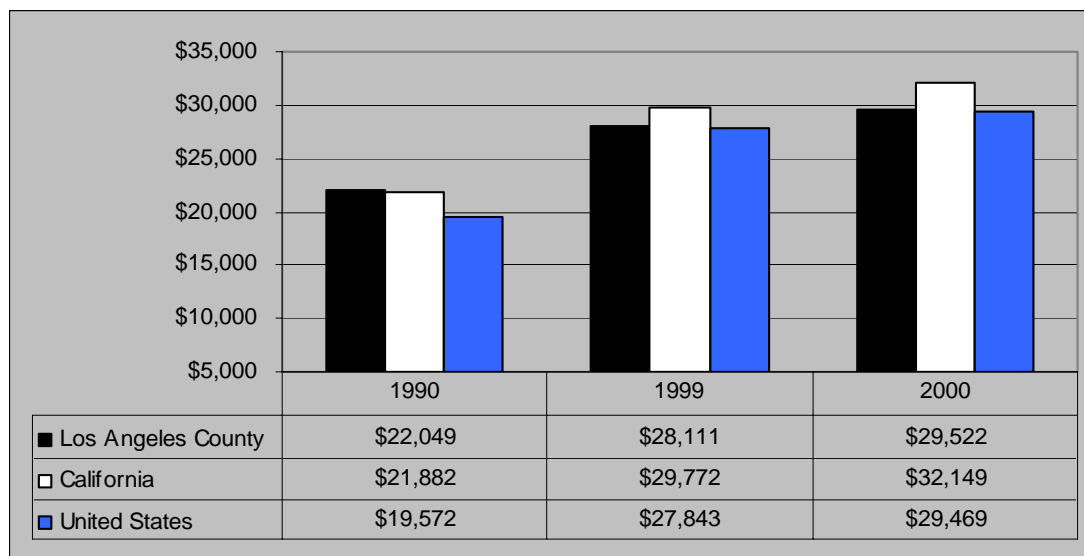
Source: Bureau of Economic Analysis, U.S. Department of Commerce (BEA Regional Facts), Table CA1-3, May 2002

Note: Per capita personal income data was not available for the project service area. Therefore, data is being utilized at the County level, and compared with the State and the U.S.

**Table: Per Capita Personal Income**

	1990	1999	2000
<b>Los Angeles County</b>	\$ 22,049	\$ 28,111	\$ 29,522
<b>California</b>	\$ 21,882	\$ 29,772	\$ 32,149
<b>United States</b>	\$ 19,572	\$ 27,843	\$ 29,469

**Figure: Per Capita Personal Income**



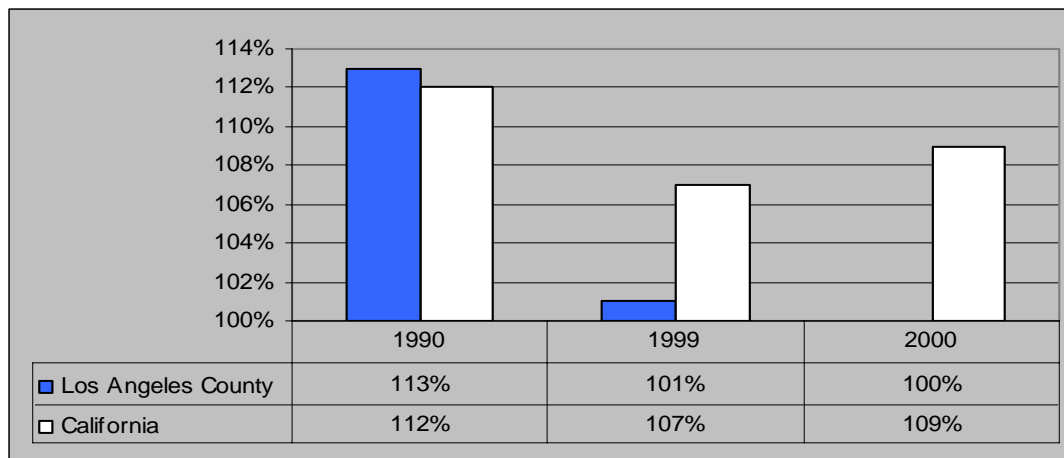
- In 1990, the per capita personal income in Los Angeles County was \$22,049. This is higher than the per capita personal income in California (\$21,882) and the per capital personal income in the U.S. (\$19,572).
- In 1999, the per capita personal income in Los Angeles County was \$28,111. This is lower than the per capita personal income in California (\$29,772) and higher than the per capita personal income in the U.S. (\$27,843).
- In 2000, the per capita personal income in Los Angeles County was \$29,522. This is lower than the per capita personal income in California (\$32,149) and slightly higher than the per capita personal income in the U.S. (\$29,469).

**Table: Per Capita Personal Income as a Percentage of U.S. Per Capita**

	1990	1999	2000
Los Angeles County	113%	101%	100%
California	112%	107%	109%
United States	100%	100%	100%

Personal Income

**Figure: Per Capita Personal Income as a Percentage of U.S. Per Capita Personal Income**



- In 1990, per capita personal income as a percentage of the U.S. per capita personal income was 113% in Los Angeles County. In 1999, per capita personal income as a percentage of the U.S. per capita personal income had decreased to 101% in Los Angeles County. In 2000, per capita personal income as a percentage of the U.S. per capita personal income had decreased to 100% in Los Angeles County.
- In 1990, per capita personal income as a percentage of the U.S. per capita personal income was 112% in California. In 1999, per capita personal income as a percentage of the U.S. per capita personal income had decreased to 107% in California. In 2000, per capita personal income as a percentage of the U.S. per capita personal income had increased to 109% in California.

#### 4. Literacy Rate

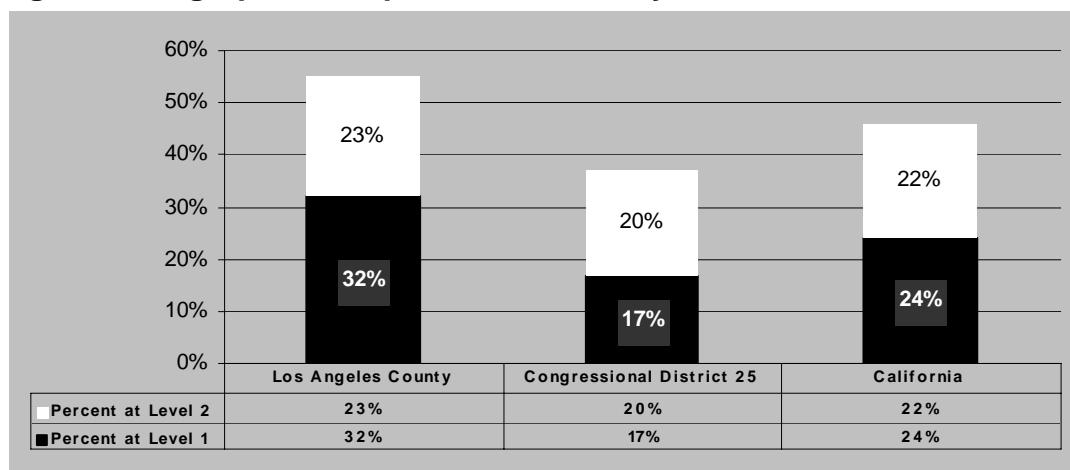
Source: 1996 Portland State University/Comprehensive Adult Student Assessment System (CASAS)

Analysis: County of Los Angeles Public Library

**Table: Literacy Level 1 and Level 2**

	Percent at Level 1	Percent at Level 2
<b>Los Angeles County</b>	<b>32%</b>	<b>23%</b>
<b>Congressional District 25</b>	<b>17%</b>	<b>20%</b>
<b>California</b>	<b>24%</b>	<b>22%</b>

**Figure: Geographic Comparison of Literacy Level 1 and Level 2**



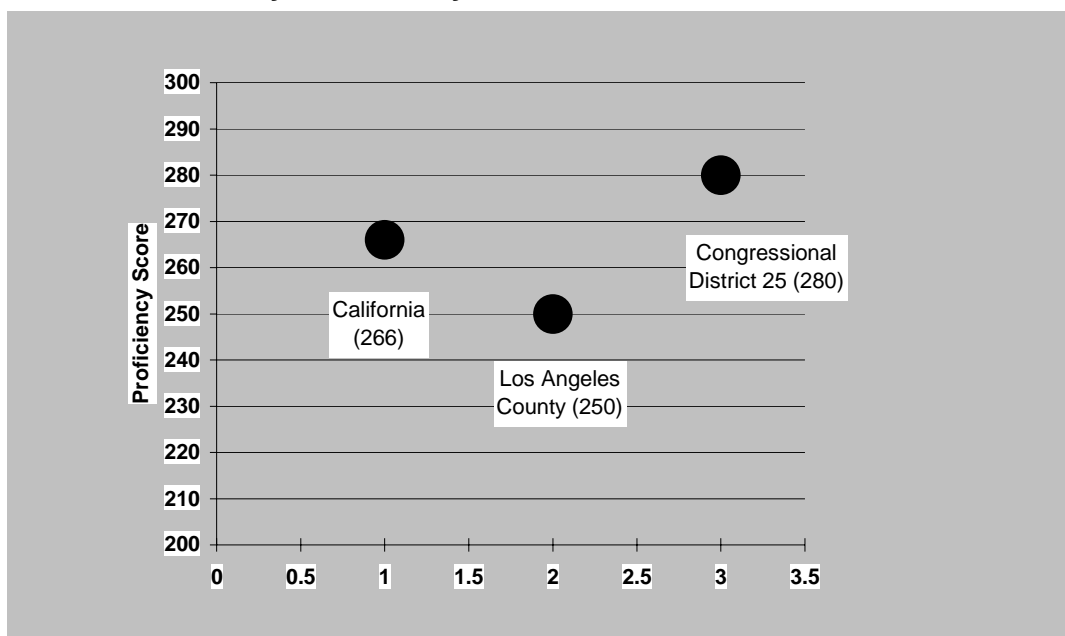
Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library

**Table: Mean Literacy Proficiency**

	Mean Literacy Proficiency
<b>California</b>	<b>266</b>
<b>Los Angeles County</b>	<b>250</b>
<b>Congressional District 25</b>	<b>280</b>

Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library

**Figure: Mean Literacy Proficiency**



Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library

In 1993, the Educational Testing Service, under contract with the U.S. Department of Education, conducted the National Adult Literacy Survey to measure and analyze the state of adult literacy in the United States. The Educational Testing Service developed five levels of literacy proficiency (Level 1 to Level 5, with Level 1 being the lowest level of literacy proficiency, and Level 5 being the highest), each level with a corresponding literacy score range derived from an overall possible score range of 0-500. The literacy proficiency levels and their ranges are: Level 1 (0-225); Level 2 (226-275); Level 3 (276-325); Level 4 (326-375); and Level 5 (376-500). Individuals with literacy proficiency scores at Level 1 are likely to have serious literacy deficiencies and difficulties, as are individuals performing at Level 2, but to a lesser extent.

Although adult literacy rate data is not available for the Acton/Agua Dulce library service area, it is available for the 25<sup>th</sup> Congressional District, in which Acton and Agua Dulce are located, and is shown in the tables and figures above, as are the adult literacy rates for Los Angeles County and California. The Level 1 and Level 2 adult literacy rates for Los Angeles County (55% combined) indicate that 55% of the residents in the County are performing at the lowest two adult literacy levels. The Level 1 and Level 2 literacy rates for California (46% combined) indicate that 46% of State residents are performing at the lowest two levels of literacy proficiency. The Level 1 and Level 2 adult literacy rates for the 25<sup>th</sup> Congressional District (37% combined) indicate that 37% of District residents are performing at these lowest literacy levels, which is a smaller percentage than for Los Angeles County and the State. Conversely, a greater percentage of residents in the 25<sup>th</sup> Congressional District are performing at higher literacy proficiency Levels 3, 4, and 5 (63% combined) as compared to the County (45% combined) and the State (54% combined).

Additionally, the mean literacy proficiency score of 280 (on a scale of 0-500) for the 25<sup>th</sup> Congressional District indicates that the average adult in the District is performing at the Level 3 literacy rate. The mean literacy proficiency scores for Los Angeles County (250) and for California (266) indicate that the average adult in each of these jurisdictions is performing at the lower Level 2 literacy rate.

The higher literacy rate in the 25<sup>th</sup> Congressional District coupled with the high adult educational attainment profile in the Acton/Agua Dulce library service area (61% of the residents, 25 years and older, have some college education, a college degree, or a graduate degree – see Section III.E.9. below, Educational Level) suggest an above average adult literacy rate within the communities of Acton and Agua Dulce which is most likely higher than the average literacy rates for the County and for the State.

## 5. Unemployment Rate

Source: California Employment Development Department  
Analysis: County of Los Angeles Public Library

Table: Unemployment Rate History by Geography over Time

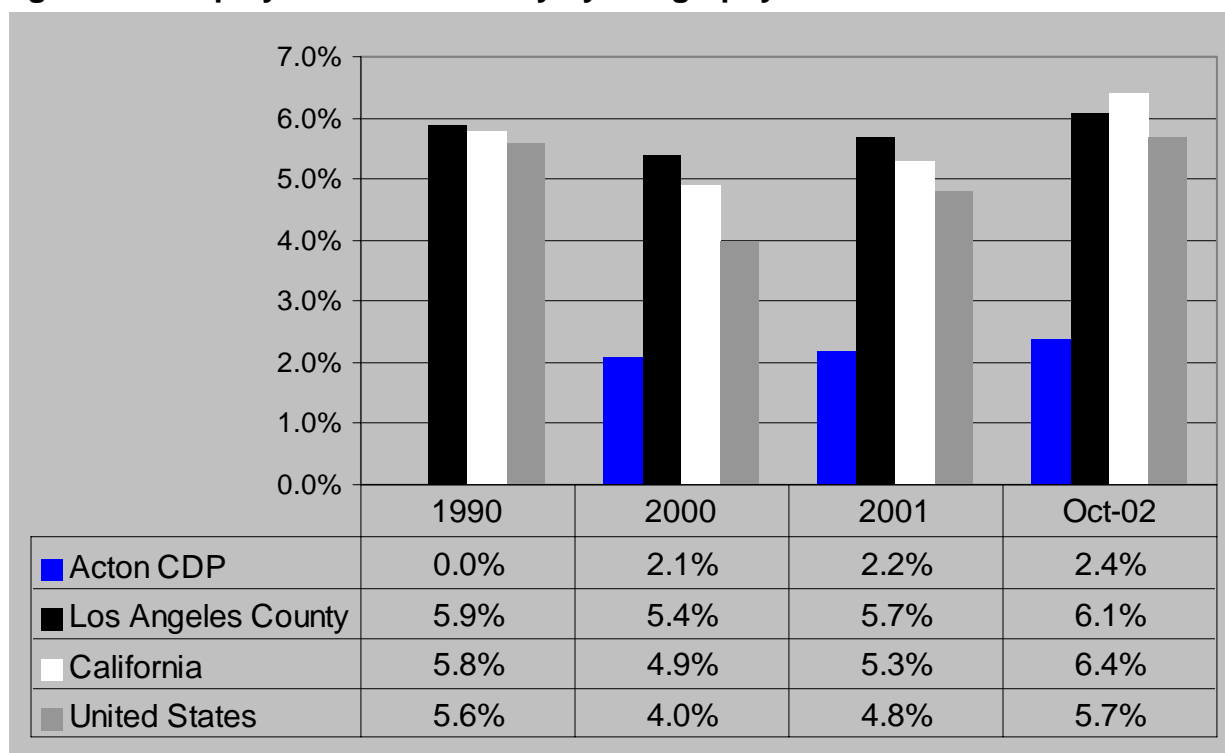
	1990	2000	2001	Oct-02
Acton CDP	N/A	2.1%	2.2%	2.4%
Los Angeles County	5.9%	5.4%	5.7%	6.1%
California	5.8%	4.9%	5.3%	6.4%
United States	5.6%	4.0%	4.8%	5.7%

Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library

### Notes:

1. All figures are seasonally adjusted.
2. CDP means Census Designated Place, as defined by the U.S. Census Bureau.
3. NA means not available.
4. October 2002 numbers are preliminary.
5. The Acton CDP has very few people, 770 total.
6. Unemployment rate data not available for the Acton/Agua Dulce library service area.

Figure: Unemployment Rate History by Geography over Time



Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library



The unemployment rate for the Acton/Agua Dulce library service area is not available, although the unemployment rate for the Acton Census Designated Place (CDP), a smaller portion of the service area as defined by the U.S. Census Bureau, is available. The table and figure above show the unemployment rate for the Acton CDP since 2000, and for Los Angeles County, California, and the United States since 1990. While the unemployment rate for the Acton CDP has risen from 2.1% in 2000 to 2.4% in late 2002, following a similar trend in the unemployment rates at the County, State, and national levels, the overall unemployment rate for the Acton CDP has consistently remained considerably less than the rates in the larger jurisdictions over this time period. In October 2002, the unemployment rate in the Acton CDP was 2.4%, which was less than half of the unemployment rates in the same month for Los Angeles County (6.1%), California (6.4%), and the United States (5.7%). The consistently low unemployment rate in the Acton CDP from 2000 to 2002 suggests a similarly low unemployment rate for the Acton/Agua Dulce library service area.

## 6. Age of Population

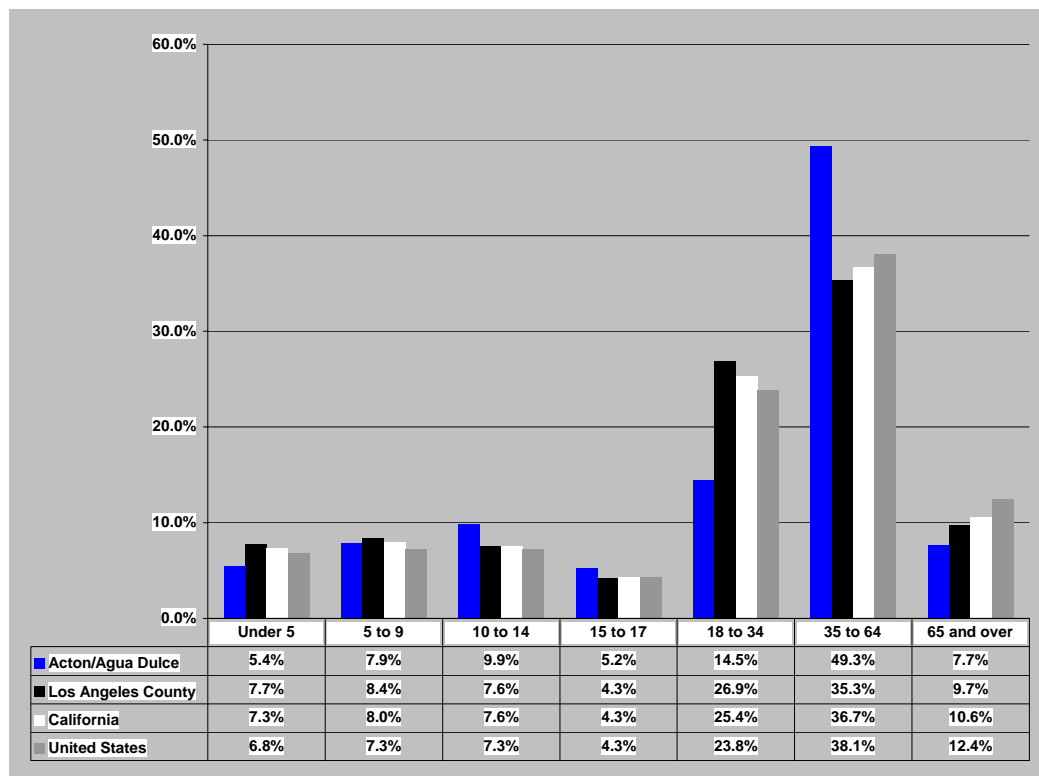
Source: Census 2000

**Table: 2000 Age Distribution by Geography**

	Acton/ Agua Dulce	Acton/ Agua Dulce	Los Angeles County	Los Angeles County	California	California	United States	United States
Under 5	683	5.4%	737,631	7.7%	2,486,981	7.3%	19,175,798	6.8%
5 to 9	988	7.9%	802,047	8.4%	2,725,880	8.0%	20,549,505	7.3%
10 to 14	1,243	9.9%	723,652	7.6%	2,570,822	7.6%	20,528,072	7.3%
15 to 17	657	5.2%	404,646	4.3%	1,466,146	4.3%	12,040,437	4.3%
18 to 34	1,818	14.5%	2,562,379	26.9%	8,595,092	25.4%	67,035,178	23.8%
35 to 64	6,187	49.3%	3,362,310	35.3%	12,431,069	36.7%	107,101,163	38.1%
65 and over	962	7.7%	926,673	9.7%	3,595,658	10.6%	34,991,753	12.4%
Total	12,538	100.0%	9,519,338	100.0%	33,871,648	100.0%	281,421,906	100.0%

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**Figure: 2000 Age Distribution by Geography**



Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library

- Children under 5 comprise 5.4% of the population of the Acton/Agua Dulce service area. This is a smaller percentage than Los Angeles County (7.7%), California (7.3%), and the U.S. (6.8%).
- Children, ages 5 to 9, comprise 7.9% of the population of the Acton/Agua Dulce service area. This is a smaller percentage than Los Angeles County (8.4%) and California (8.0%), and is a larger percentage than the U.S. (7.3%).

- Children, ages 10 to 14, comprise 9.9% of the population of the Acton/Agua Dulce service area. This is a larger percentage than Los Angeles County (7.6%), California (7.6%), and the U.S. (7.3%).
- Children, ages 15 to 17, comprise 5.2% of the population of the Acton/Agua Dulce service area. This is a larger percentage than Los Angeles County (4.3%), California (4.3%), and the U.S. (4.3%).
- Adults, ages 18 to 34, comprise 14.5% of the population of the Acton/Agua Dulce service area. This is a smaller percentage than Los Angeles County (26.9%), California (25.4%), and the U.S. (23.8%).
- Adults, ages 35 to 64, comprise 49.3% of the population of the Acton/Agua Dulce service area. This is a larger percentage than Los Angeles County (35.3%), California (36.7%), and the U.S. (38.1%).
- Adults, ages 65 and older, comprise 7.7% of the population of the Acton/Agua Dulce service area. This is a smaller percentage than Los Angeles County (9.7%), California (10.6%), and the U.S. (12.4%).
- Children, 17 and younger, comprise 28.4% of the population of the Acton/Agua Dulce service area. This is a larger percentage than Los Angeles County (28.0%), California (27.2%), and the U.S. (25.7%).

## 7. Occupations

Source: Census 2000

**Table: Summary of Occupation by Geography**

	Acton/Agua Dulce	Los Angeles County	California	United States
Total:	5,448	3,953,415	14,718,928	129,721,512
Management, professional, and related	1,900	1,355,973	5,295,069	43,646,731
Service	820	580,809	2,173,874	19,276,947
Sales and office	1,424	1,090,059	3,939,383	34,621,390
Farming, fishing, and forestry	13	6,650	196,695	951,810
Construction, extraction, and maintenance	677	306,450	1,239,160	12,256,138
Production, transportation, and material moving	614	613,474	1,874,747	18,968,496

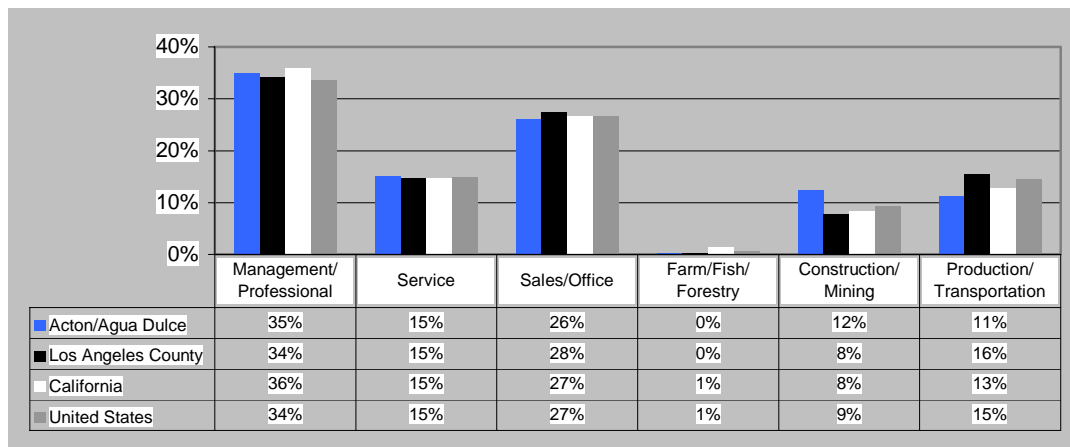
Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library

**Table: Percentage Summary of Occupation by Geography**

	Acton/Agua Dulce	Los Angeles County	California	United States
Management, professional, and related	35%	34%	36%	34%
Service	15%	15%	15%	15%
Sales and office	26%	28%	27%	27%
Farming, fishing, and forestry	0%	0%	1%	1%
Construction, extraction, and maintenance	12%	8%	8%	9%
Production, transportation, and material moving	11%	16%	13%	15%

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**Figure: Percentage Summary of Occupation by Geography**



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- In the Acton/Agua Dulce service area, 35% of the employed civilian population, 16 years of age and older, are in positions classified as management and professional. This is very similar to Los Angeles County (34%), California (36%), and the U.S. (34%).

- In the Acton/Agua Dulce service area, 15% of the employed civilian population, 16 years of age and older, are in positions classified as service. This is the same percentage as Los Angeles County (15%), California (15%), and the U.S. (15%).
- In the Acton/Agua Dulce service area, 26% of the employed civilian population, 16 years of age and older, are in positions classified as sales and office. This is similar to Los Angeles County (28%), California (27%), and the U.S. (27%).
- In the Acton/Agua Dulce service area, less than one percent (rounded to 0%) of the employed civilian population, 16 years of age and older, are in positions classified as farming, fishing, and forestry. This is the same percentage as Los Angeles County (0%), and lower than California (1%) and the U.S. (1%).
- In the Acton/Agua Dulce service area, 12% of the employed civilian population, 16 years of age and older, are in positions classified as construction, extraction, and maintenance. This is larger than Los Angeles County (8%), California (8%), and the U.S. (9%).
- In the Acton/Agua Dulce service area, 11% of the employed civilian population, 16 years of age and older, are in positions classified as production, transportation, and material moving. This is lower than Los Angeles County (16%), California (13%), and the U.S. (15%).

## 8. Median Property Value

**Table: Median Property Value Over Time By Geography**

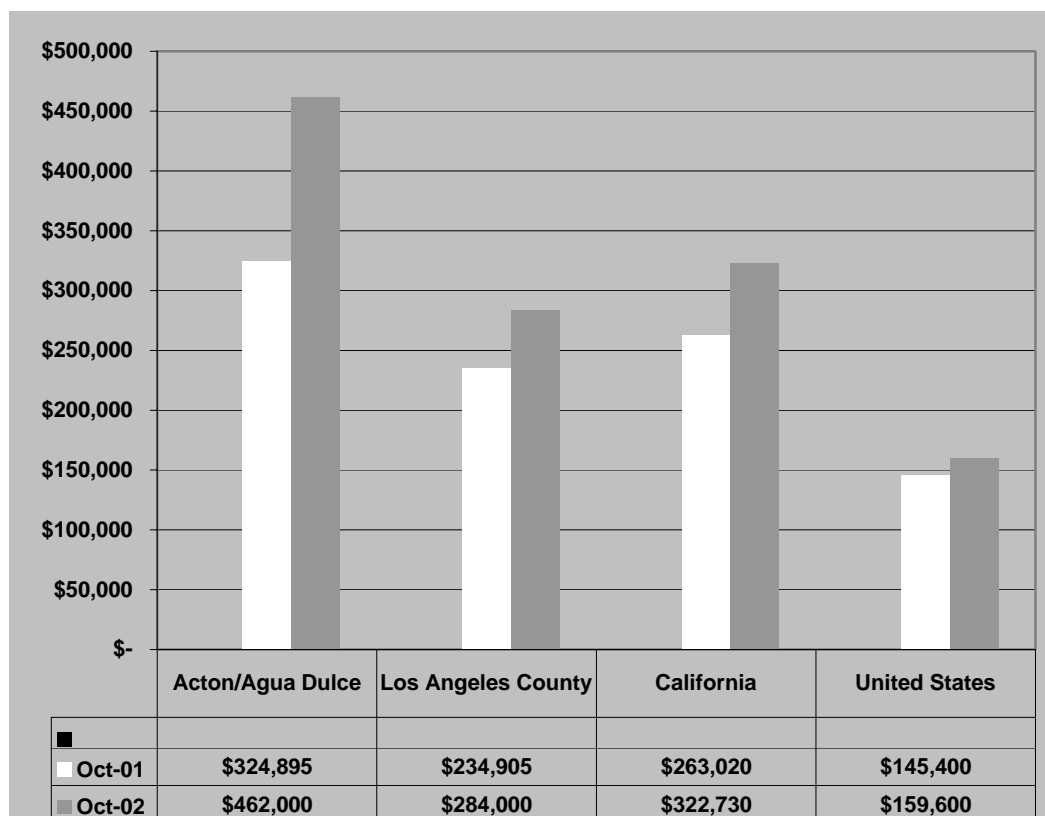
	Oct-01	Oct-02	% Change Oct 01 to Oct 02	Note
Acton/Agua Dulce	\$ 324,895	\$ 462,000	42.2%	1
Los Angeles County	\$ 234,905	\$ 284,000	20.9%	2
California	\$ 263,020	\$ 322,730	22.7%	3
United States	\$ 145,400	\$ 159,600	9.8%	4

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Notes:

1. Information only available for ZIP code 93510 from DataQuick.
2. Information for Los Angeles County from DataQuick.
3. Information for California from California Association of Realtors.
4. Information for United States from National Association of Realtors.

**Figure: Median Property Value over Time by Geography**



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- In the one year period between October 2001 and October 2002, the median property value in ZIP code 93510 (part of the Acton/Agua Dulce service area) increased 42.2%. This was significantly higher than the percentage increase during the same time period in Los Angeles County (20.9%), California (22.7%), and the U.S. (9.8%).
- In October 2002, the median property value in ZIP code 93510 (part of the Acton/Agua Dulce service area) was \$462,000. This was significantly higher than the median property value in October 2002 for Los Angeles County (\$284,000), California (\$322,730), and the U.S. (\$159,600).

## 9. Educational Level

Source: Census 2000

**Table: Educational Attainment Age 25 and Over**

	Below 9th grade	9th to 12th grade, no diploma	High school graduate	Some college, no degree	College degree	Graduate degree	Total
Acton/Agua Dulce	258	868	1,894	2,401	1,703	415	7,539
Los Angeles County	955,932	814,592	1,108,314	1,174,477	1,312,878	516,755	5,882,948
California	2,446,324	2,496,419	4,288,452	4,879,336	5,158,560	2,029,809	21,298,900
United States	13,755,477	21,960,148	52,168,981	38,351,595	39,830,625	16,144,813	182,211,639

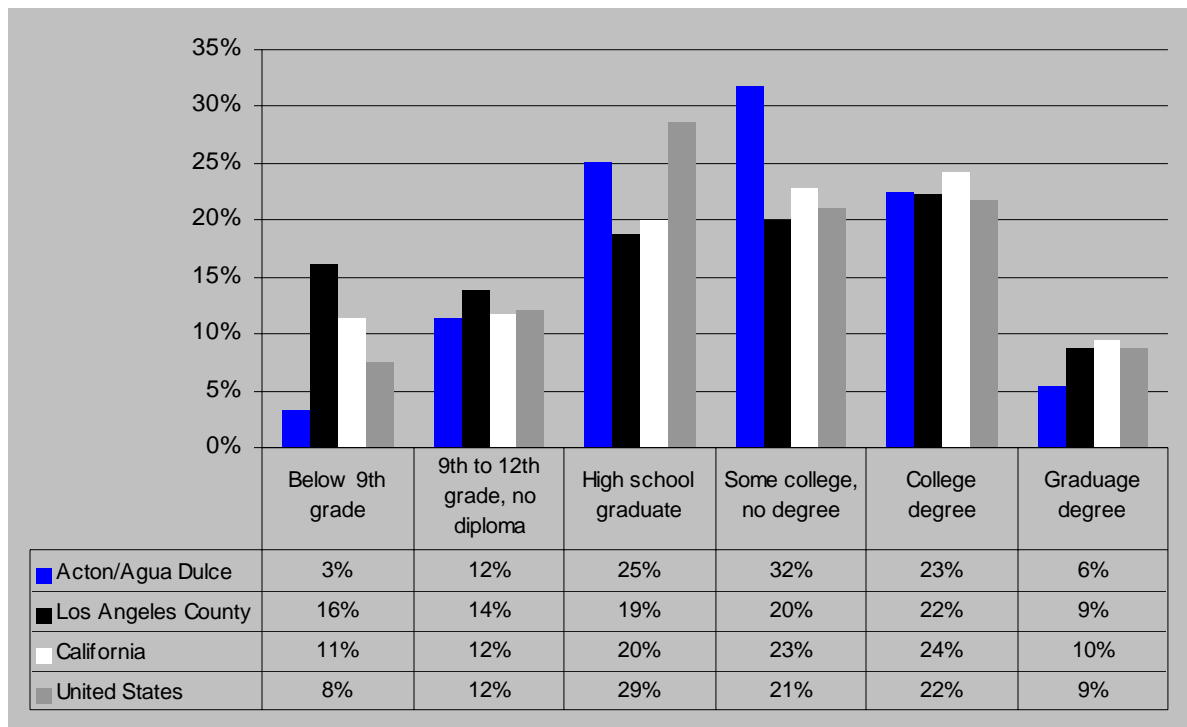
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**Table: Educational Attainment Age 25 and Over by Percentage of the Population**

	Below 9th grade	9th to 12th grade, no diploma	High school graduate	Some college, no degree	College degree	Graduate degree	Total
Acton/Agua Dulce	3%	12%	25%	32%	23%	6%	100%
Los Angeles County	16%	14%	19%	20%	22%	9%	100%
California	11%	12%	20%	23%	24%	10%	100%
United States	8%	12%	29%	21%	22%	9%	100%

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**Figure: Educational Attainment Age 25 and Over by Percentage of the Population**



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- Very few (3%) adults, age 25 and over, in the Acton/Agua Dulce service area have below a 9<sup>th</sup> grade education. This is significantly lower than Los Angeles County (16%), California (11%), and the U.S. (8%).
- In the Acton/Agua Dulce service area, 12% of adults, age 25 and over, have an educational attainment ranging between 9<sup>th</sup> and 12<sup>th</sup> grade with no diploma. This is similar to Los Angeles County (14%), California (12%), and the U.S. (12%).
- One-fourth (25%) of adults, age 25 and over, in the Acton/Agua Dulce service area indicated high school graduate as their highest level of educational attainment. This is higher than Los Angeles County (19%) and California (20%), and is lower than the U.S. (29%).
- Almost one-third (32%) of adults, age 25 and over, in the Acton/Agua Dulce service area indicated that some college, no degree, was their highest level of educational attainment. This is higher than Los Angeles County (20%), California (23%), and the U.S. (21%).
- More than one-fifth (23%) of adults, age 25 and over, in the Acton/Agua Dulce service area indicated that a college degree was their highest level of educational attainment. This was very similar to Los Angeles County (22%), California (24%), and the U.S. (22%).
- Six percent of adults, age 25 and over, in the Acton/Agua Dulce service area indicated that their highest level of educational attainment was a graduate degree. This is lower than Los Angeles County (9%), California (10%), and the U.S. (9%).

## 10. Languages Spoken

Source: Census 2000

**Table: Population Speaking English Not Well or Not at All by Geography**

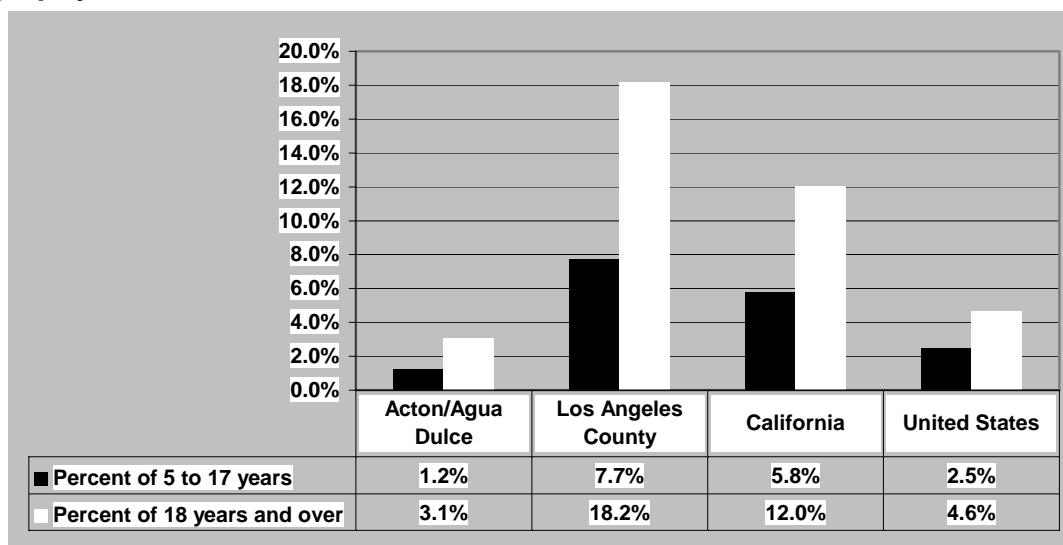
	Acton/ Agua Dulce	Los Angeles County	California	United States
Total 5 to 17 years	2,888	1,931,560	6,766,444	53,096,003
Total Speak English "not well" or "not at all"	35	149,648	390,046	1,321,976
Total 18 years and over	8,967	6,859,536	24,650,185	209,279,149
Total Speak English "not well" or "not at all"	276	1,245,699	2,966,864	9,664,875

**Table: Percentage of the Population Speaking English Not Well or Not at All by Geography**

	Acton/Agua Dulce	Los Angeles County	California	United States
Percent of 5 to 17 years	1.2%	7.7%	5.8%	2.5%
Percent of 18 years and over	3.1%	18.2%	12.0%	4.6%

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**Figure: Percentage of the Population Speaking English Not Well or Not at All by Geography**



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- Very few children (1.2%), ages 5 to 17 years old, in the Acton/Agua Dulce service area speak English “not well” or “not at all.” This is lower than Los Angeles County (7.7%), California (5.8%), and the U.S. (2.5%).
- In the Acton/Agua Dulce service area, very few adults (3.1%), 18 years and older, indicated that they spoke English “not well” or “not at all.” This is lower than Los Angeles County (18.2%), California (12.0%), and the U.S. (4.6%).

## 11. Occupied Housing Units by Tenure

Source: Census 2000

**Table: Population in Occupied Housing Units by Tenure and Geography**

	Owner Occupied	Renter Occupied	Total
Acton/Agua Dulce	11,239	1,299	12,538
Los Angeles County	4,777,190	4,742,148	9,519,338
California	19,679,541	14,192,107	33,871,648
United States	193,308,759	88,113,147	281,421,906

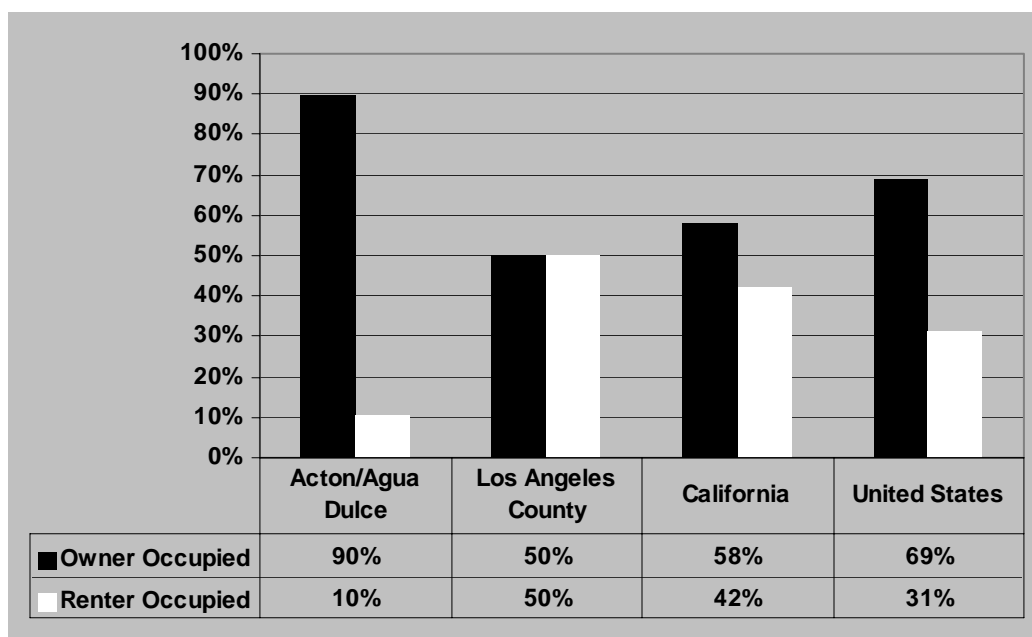
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**Table: Percentage of Population in Occupied Housing Units by Tenure Geography**

	Owner Occupied	Renter Occupied	Total
Acton/Agua Dulce	90%	10%	100%
Los Angeles County	50%	50%	100%
California	58%	42%	100%
United States	69%	31%	100%

Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library

**Figure: Percentage of Population in Occupied Housing Units by Tenure and Geography**



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- The vast majority (90%) of residents in the Acton/Agua Dulce service area live in owner occupied housing units. This is much higher than Los Angeles County (50%), California (58%), and the U.S. (69%).
- Only 10% of residents in the Acton/Agua Dulce service area live in renter occupied housing units. This is much lower than Los Angeles County (50%), California (42%), and the U.S. (31%).

## 12. Average Household Size

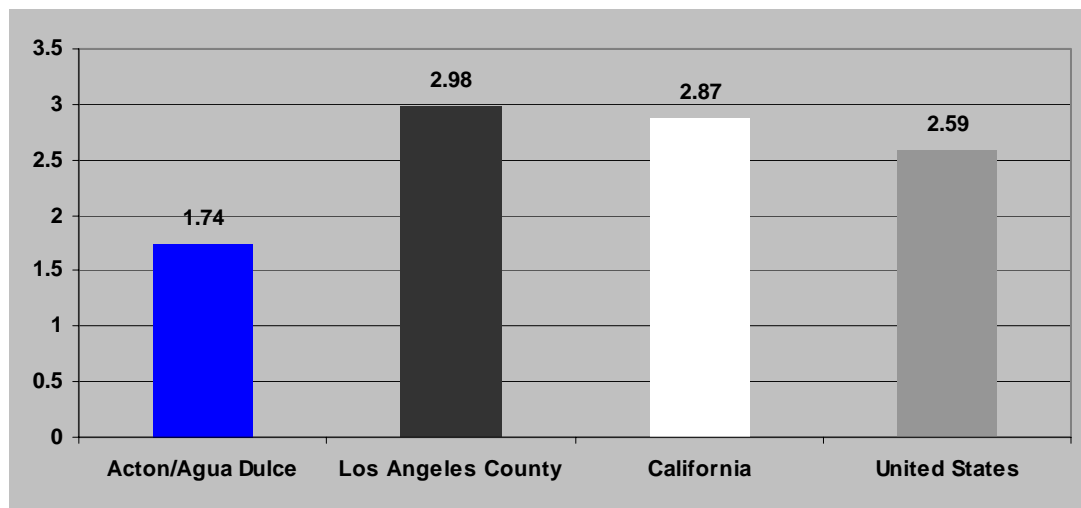
Source: Census 2000

**Table: Average Household size by Geography**

	Average Household Size
Acton/Agua Dulce	1.74
Los Angeles County	2.98
California	2.87
United States	2.59

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**Figure: Average Household Size by Geography**



Prepared by CIVIC Technologies, Inc. for the County of Los Angeles Public Library

- The average household size in the Acton/Agua Dulce service area is 1.74 people. This is considerably smaller than the average household size in Los Angeles County (2.98 people), California (2.87 people), and the U.S. (2.59 people).

### 13. Population by Race and Ethnicity

Source: Census 2000

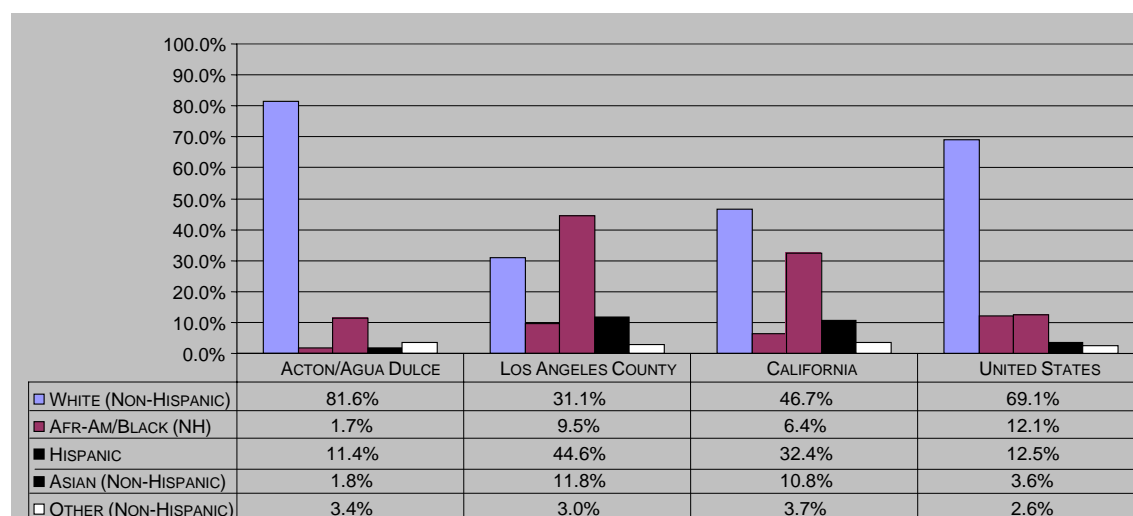
Analysis: County of Los Angeles Public Library

**Table: Population by Race (Non-Hispanic) and Hispanic Ethnicity: 2000**

	Acton/Agua Dulce		Los Angeles County		California		United States	
	Population	%	Population	%	Population	%	Population	%
White (Non-Hispanic)	10,237	81.6%	2,959,614	31.1%	15,816,790	46.7%	194,552,774	69.1%
African American/Black (Non-Hispanic)	216	1.7%	901,472	9.5%	2,181,926	6.4%	33,947,837	12.1%
Hispanic	1,435	11.4%	4,242,213	44.6%	10,966,556	32.4%	35,305,818	12.5%
Asian (Non-Hispanic)	229	1.8%	1,124,569	11.8%	3,648,860	10.8%	10,123,169	3.6%
American Indian/Alaska Native (Non-Hispanic)	93	0.7%	25,609	0.3%	178,984	0.5%	2,068,883	0.7%
Native Hawaiian/Pacific Islander (Non-Hispanic)	19	0.2%	23,265	0.2%	103,736	0.3%	353,509	0.1%
Two or More Races (Non-Hispanic)	260	2.1%	222,661	2.3%	903,115	2.7%	4,602,146	1.6%
Other (Non-Hispanic)	49	0.4%	19,935	0.2%	71,681	0.2%	467,770	0.2%
<b>Total</b>	<b>12,538</b>	<b>100%</b>	<b>9,519,338</b>	<b>100%</b>	<b>33,871,648</b>	<b>100%</b>	<b>281,421,906</b>	<b>100%</b>

Prepared by the County of Los Angeles Public Library

**Figure: Population by Race (Non-Hispanic) and Hispanic Ethnicity: 2000**



Prepared by the County of Los Angeles Public Library

- The population of the Acton/Agua Dulce library service area in 2000 was comprised primarily of non-Hispanic Whites (81.6%), with a Hispanic population of 1,435 residents (11.4%). Non-Hispanic Asians comprised 1.8% of the service area population and non-Hispanic African Americans and Blacks comprised 1.7% of the service area population.
- In 2000, the population of Los Angeles County was comprised of 31.1% non-Hispanic Whites, 44.6% Hispanics, 11.8% non-Hispanic Asians, and 9.5% non-Hispanic African Americans and Blacks.
- In 2000, the population of the State of California was comprised of 46.7% non-Hispanic Whites, 32.4% Hispanics, 10.8% non-Hispanic Asians, and 6.4% non-Hispanic African Americans and Blacks.
- In 2000, the population of the United States was comprised of 69.1% non-Hispanic Whites, 12.5% Hispanics, 3.6% non-Hispanic Asians, and 12.1% non-Hispanic African Americans and Blacks.

# 14. Race and Ethnicity of Student Enrollment

Source: California Dept. of Education. Educational Demographics Unit

Analysis: County of Los Angeles Public Library

**Table: Race and Ethnicity of Acton-Agua Dulce Unified School District  
Student Enrollment by School: 2002-2003**

	Acton Elementary		Agua Dulce Elementary		Meadowlark Elementary		High Desert Junior High		Vasquez High		District Total	
	Enroll- ment	%	Enroll- ment	%	Enroll- ment	%	Enroll- ment	%	Enroll- ment	%	Enroll- ment	%
White (Non-Hispanic)	380	77.4%	273	78.7%	224	79.2%	315	77.2%	446	81.2%	1,638	78.8%
African American/Black	8	1.6%	3	0.9%	1	0.4%	4	1.0%	6	1.1%	22	1.1%
Hispanic	90	18.3%	63	18.2%	51	18.0%	57	14.0%	71	12.9%	332	16.0%
Asian	6	1.2%	3	0.9%	3	1.1%	1	0.2%	3	0.5%	16	0.8%
Filipino	5	1.0%	1	0.3%	1	0.4%	1	0.2%	7	1.3%	15	0.7%
Pacific Islander	0	0.0%	2	0.6%	0	0.0%	7	1.7%	2	0.4%	11	0.5%
American Indian/Alaska Native	2	0.4%	2	0.6%	2	0.7%	2	0.5%	4	0.7%	12	0.6%
Other/No Response	0	0.0%	0	0.0%	1	0.4%	21	5.1%	10	1.8%	32	1.5%
<b>School Total</b>	<b>491</b>	<b>100%</b>	<b>347</b>	<b>100%</b>	<b>283</b>	<b>100%</b>	<b>408</b>	<b>100%</b>	<b>549</b>	<b>100%</b>	<b>2,078</b>	<b>100%</b>

Prepared by the County of Los Angeles Public Library

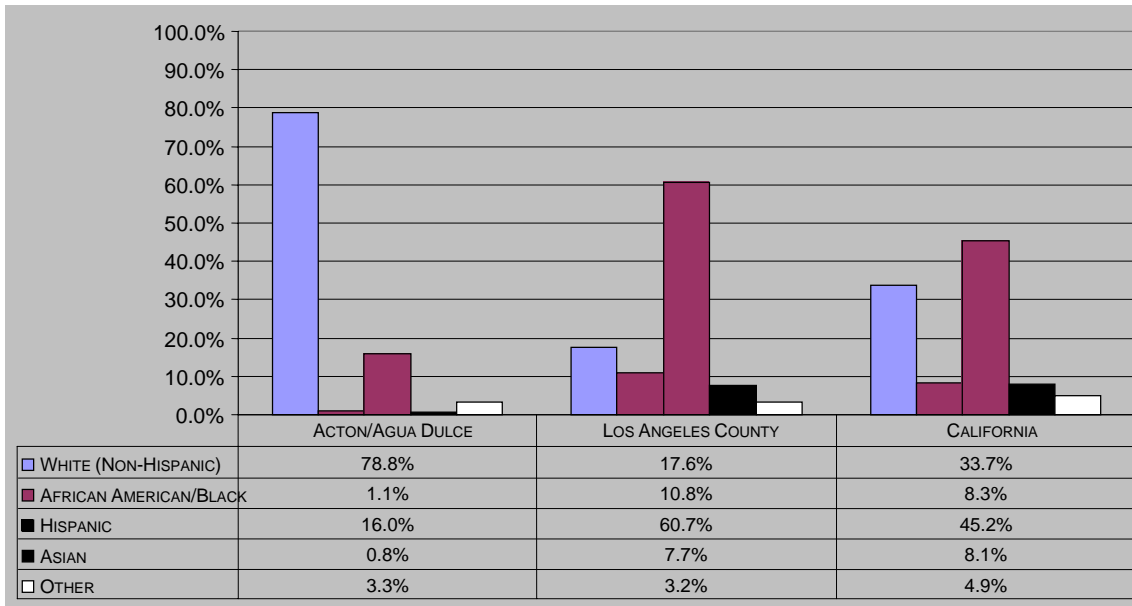
**Table: Race and Ethnicity of Public School Enrollment by District, County, and State: 2002-2003**

	Acton/Agua Dulce		Los Angeles County		California	
	Enrollment	%	Enrollment	%	Enrollment	%
White (Non-Hispanic)	1,638	78.8%	305,499	17.6%	2,106,042	33.7%
African American/Black	22	1.1%	188,030	10.8%	515,805	8.3%
Hispanic	332	16.0%	1,053,552	60.7%	2,819,504	45.2%
Asian	16	0.8%	134,256	7.7%	502,676	8.1%
Filipino	15	0.7%	36,336	2.1%	156,549	2.5%
Pacific Islander	11	0.5%	8,303	0.5%	41,446	0.7%
American Indian/Alaska Native	12	0.6%	5,511	0.3%	53,898	0.9%
Other/No Response	32	1.5%	4,761	0.3%	48,483	0.8%
<b>Total</b>	<b>2,078</b>	<b>100%</b>	<b>1,736,248</b>	<b>100%</b>	<b>6,244,403</b>	<b>100%</b>

Prepared by the County of Los Angeles Public Library



Figure: Race and Ethnicity of Public School Enrollment by District, County, and State: 2002-2003



Prepared by the County of Los Angeles Public Library

- Another indicator of racial and ethnic distribution is the school-age student population. The racial and ethnic composition of the students enrolled in the Acton-Agua Dulce Unified School District in 2002-2003 closely mirrors that of the larger service area, though with a slightly lower percentage of non-Hispanic White students and a higher percentage of Hispanic students than the service population at large. In 2002-2003, the composition of the School District's student population was 78.8% non-Hispanic White, 16.0% Hispanic, 1.1% African American and Black, 0.8% Asian, and 0.7% Filipino.
- In 2002-2003, the composition of Los Angeles County's public school student population was 17.6% non-Hispanic White, 60.7% Hispanic, 10.8% African American and Black, 7.7% Asian, and 2.1% Filipino.
- In 2002-2003, the composition of the State of California's public school student population was 33.7% non-Hispanic White, 45.2% Hispanic, 8.3% African American and Black, 8.1% Asian, and 2.5% Filipino.

## F. Academic Performance Index (API)

The Acton and Agua Dulce communities are served by the Acton-Agua Dulce Unified School District. The District consists of three elementary schools, a junior high school, and a high school. The elementary schools are Acton Elementary, Agua Dulce Elementary, and Meadowlark Elementary. The other two schools in the District are High Desert Junior High School and Vasquez High School.

Every public school receives a statewide rank along with its base score as part of California's annual Academic Performance Index (API) reporting program. These two measures, the rank and the score, are used in gauging the academic performance of individual schools and an entire school district. The API is a numeric index that ranges from a low of 200 to a high of 1000. The score or placement of a school on the API is an indicator of the school's performance level. This number was calculated using scores from tests that students took in the spring of 2002: the Stanford Achievement Test, ninth edition (Stanford 9), the California Standards Tests, and the California High School Exit Examination. The API goal set by the State for all schools is 800. If a school's API number is higher, that indicates that students scored better on the tests.

The statewide rank is a number from 1 (lowest) to 10 (highest), indicating in which decile the school performed. Each decile contains ten percent of all elementary, middle, and high schools. Data based on the Spring 2002 test was released by the California Department of Education in February 2003.

The following section reports the scores and rank for each of the public schools that serve children who live in Acton and Agua Dulce.

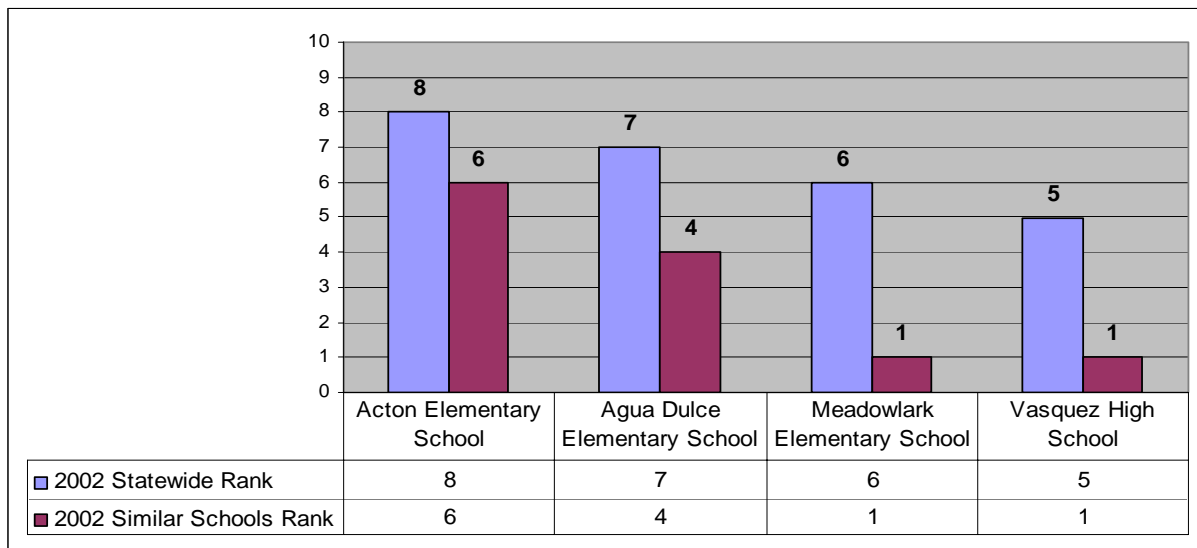
**Table: Acton-Agua Dulce Unified School District 2002 API Data**

Source: California Dept. of Education

	2002 API Data			
	# of Students Tested	API Score	Statewide Rank	Similar Schools Rank
Elementary Schools				
Acton Elementary	452	780	8	6
Agua Dulce Elementary	260	761	7	4
Meadowlark Elementary	105	700	6	1
Middle School				
High Desert Junior High	N/A	N/A	N/A	N/A
High School				
Vasquez High	354	640	5	1

N/A: Not Available or Not Applicable

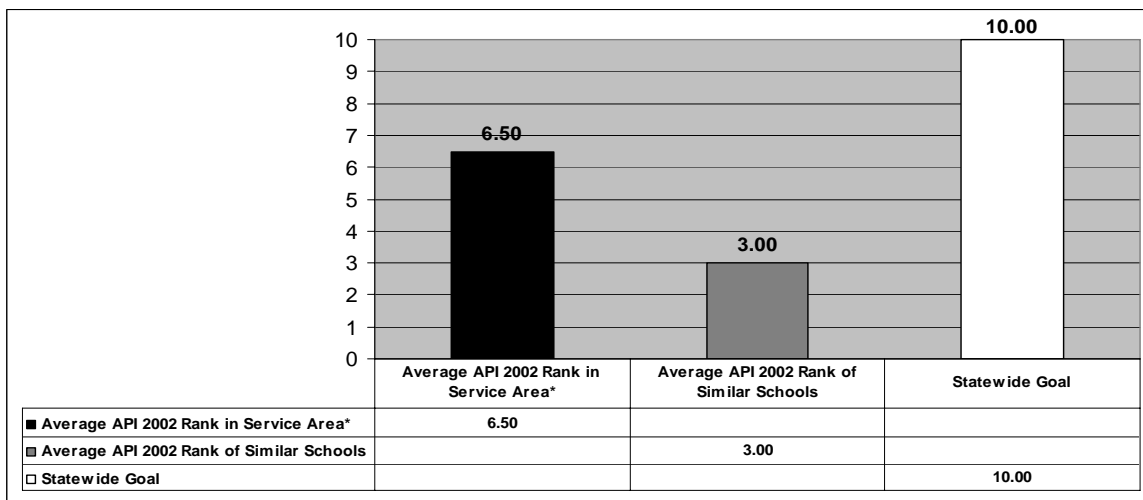
**Figure: Comparative Analysis of API 2002 Ranks for Schools in Service Area**



Prepared by the County of Los Angeles Public Library

Note: API 2002 score and rank are not available for High Desert Junior High School.

**Figure: Comparative Analysis of Average API Rank for Schools in Service Area**



Prepared by the County of Los Angeles Public Library

\* Does not include High Desert Junior High School

All of the elementary schools in the Acton-Agua Dulce Unified School District had above average API test scores for 2002. With a score of 780, Acton Elementary had a statewide rank of 8, indicating that the students in that school scored higher than the students in 70% of the other public elementary schools participating in the 2002 API test. Agua Dulce Elementary had an API 2002 score of 761 and a statewide rank of 7; its students scored higher than the students in 60% of the other public elementary schools participating in the 2002 API test. Meadowlark Elementary had an API 2002 score of 700 and a statewide rank of 6; its students scored higher than the students in 50% of the other public elementary schools participating in the 2002 API test.

High Desert Junior High School API 2002 scores cannot be reported because for at least one STAR content area used in the API calculations, the school failed to test a

significant portion of students who were not exempt from testing in 2002. However, in 2001, High Desert Junior High School had an API score of 736 and a statewide rank of 7; its students scored higher than the students in 60% of the other public middle schools participating in the 2001 API test.

Vasquez High School had an API 2002 score of 640 and a statewide rank of 5. This means that Vasquez High School students scored higher than the students in 40% of the other public high schools participating in the 2002 API test.

According to the Explanatory Notes for the 2002 Academic Performance Index Base Report, all schools that receive APIs are ranked in deciles by school type: elementary, middle, and high. A rank of 10 is the highest and 1 is the lowest. Each decile in each school type contains 10% of all schools of that type. All schools with at least 100 students with test results included in the API are also ranked in deciles by school type when compared to schools with similar characteristics. The Public Schools Accountability Act (PSAA) specifies these characteristics to include:

- Pupil mobility
- Pupil ethnicity
- Pupil socioeconomic status
- Percentage of teachers who are fully credentialed
- Percentage of teachers who hold emergency credentials
- Percentage of pupils who are English language learners
- Average class size per grade level
- Whether the schools operate multitrack year-round educational programs

To derive these ranks, the California Department of Education employed standard statistical procedures to generate a school characteristics index. All legally required characteristics were considered as part of these procedures. The characteristics index was then employed in the following fashion to determine the "similar schools rank" of an individual school:

- A comparison group for an individual school was formed by listing all schools (of the same school type) in order (high to low) based on the school characteristics index. Then for each school, the 100 most similar schools are selected, that is, the 50 schools immediately above and 50 schools immediately below a selected school. In the event that the individual school's characteristics index was within fifty of either the top or the bottom of the statewide distribution, that school's comparison group became either the top 100 schools by school characteristics index or the bottom 100 as appropriate.
- The 100 schools in the comparison group were separated into deciles according to the value of their 2002 APIs.
- The API of the individual school was then compared to the APIs of the schools in its comparison group.
- The individual school was assigned the appropriate decile rank.  
(From <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>)

When compared to similar schools, all of the schools in the Acton-Agua Dulce Unified School District that participated in the 2002 API test exceeded the rank of similar schools. Those comparisons are as follows:

- Acton Elementary School achieved a statewide rank of 8 while the Similar Schools achieved a rank of 6.
- Agua Dulce Elementary School achieved a statewide rank of 7 while the Similar Schools achieved a rank of 4.
- Meadowlark Elementary School achieved a statewide rank of 6 while the Similar Schools achieved a rank of 1.
- Vasquez High School achieved a statewide rank of 5 while the Similar Schools achieved a rank of 1.

#### **IV. Community Characteristics Analysis and Discussion**

The Acton/Agua Dulce Library service area is a 178 square mile region located in northern Los Angeles County. (Service Area Map, see Appendix D). Largely residential communities whose residents commute to work in Los Angeles, Palmdale or Lancaster, Acton and Agua Dulce are small, rural communities, geographically isolated both from Los Angeles and from other communities in northern Los Angeles County. The cities of Palmdale and Lancaster are approximately 20 miles north of the library service area while Santa Clarita is 20 miles to the southwest.

The rural nature of the communities is highly prized by residents. Local Community Standards Districts have been imposed to preserve open space; prevent over-development and crowding; and regulate commercial lighting. Large lots suitable for equestrian activities and riding trails are valued amenities. In order to maintain this rural lifestyle, the residents of both Acton and Agua Dulce are forced to travel long distances for many services and amenities. Grocery stores, restaurants, medical offices, movie theaters, and libraries are located in Palmdale, Lancaster, and Santa Clarita – between 20 and 45 minutes' travel time from Acton and Agua Dulce. One resident stated at a focus group meeting, "I grew up going to the library every two weeks, and living in this area, it's very difficult to take my kids to a library." College students travel 22 miles to Lancaster or 26 miles to Santa Clarita for the nearest two-year colleges, and even further for university classes. Museums and performing arts venues in Los Angeles are between 1 ½ and 2 hours' travel time from both communities.

Scattered housing, including larger new residence

Small, older home, typical of housing in the Acton/Agua Dulce area.

Acton and Agua Dulce have long and interesting histories. Archeological sites in the Agua Dulce area point to the presence of the Tataviam Indians from as early as 2000 B.C. to the late 1700's. They were drawn to the area by the year-round availability of water from springs in the area. Many of the archaeological sites are in the area called Vasquez Rocks. An area of distinctive rock formations "sculpted by 8 to 15 million years of earthquake activity along the Elkhorn fault", the area is named for infamous California bandit, Tiburcio Vasquez who, according to legend, used the area as a hideout in the 1800's. Today Vasquez Rocks is a natural area park under the direction of the Los Angeles County Department of Parks and Recreation. A popular camping and hiking spot, the unusual rock formations have also been featured in numerous movies and commercials.<sup>3</sup>

While Acton was not settled until the late 1800's, it too has an interesting background. The early economy was stimulated by the discovery of gold in nearby Soledad Canyon. Many local place names still reflect this early history, for example: the community was named for Acton, Massachusetts, the hometown of a local miner; a main thoroughfare, Red River Mine Road, is named for a mine owned by Henry T. Gage, governor of California from 1899 to 1903.<sup>4</sup> Mining eventually died out to be replaced by farms and ranches. Due to continuing water shortages, agriculture has almost disappeared from the area, but ranches continue to thrive, and equestrian activities play a large role in the community.

Of special note is the Colombo Lilac Ranch. Christopher Brevidoro and his wife, Ida, moved their family to Acton in 1935. The owners of a flower shop in Highland Park, Mr. Brevidoro "spotted a lilac bush blooming at an Acton roadside while on a deer hunting trip and decided the Acton climate was right for lilacs".<sup>5</sup> The family is still active in the Acton community. The selected site for the new Acton/Agua Dulce Library was donated by the Brevidoro family. This generous donation emphasizes the continued strong commitment of their sons, John and Robert Brevidoro, to improving public services for the residents of Acton and Agua Dulce. The selected site is ideally located on Crown Valley Road, approximately 900 feet north of its intersection with Sierra Highway,

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<sup>3</sup> Feller, Walter, "Historical Notes," *Vasquez Rocks* (2003). <http://aeve.com>.

<sup>4</sup> *Acton, California*, "History," (2004). <http://www.cityofacton.org>.

<sup>5</sup> Bostwick, Charles F., "Family Donates Library Land," *Vanguard News* (2003). <http://www.vanguardnews.com/updates/031102up.htm>

making access to the library convenient for residents throughout the service area. Crown Valley Road is the major north-south thoroughfare in Acton; Sierra Highway is a major east-west traffic corridor, which connects to Agua Dulce Canyon Road, the main route into Agua Dulce. As there is little or no public transportation available in the area, access to these major thoroughfares is of primary importance.

Acton is considered part of the Antelope Valley and Agua Dulce part of the Santa Clarita Valley. Both valley areas are growing rapidly, far outpacing earlier growth projections and placing them at the forefront of the “growth communities” of Los Angeles County. Acton and Agua Dulce residents have been concerned about the rampant growth in the two valleys and its potential negative impact on their rural lifestyle. In response to this threat, both communities have developed Community Standards Districts (CSD) for protection. At the time this Community Library Needs Assessment was prepared, Acton’s CSD had been officially approved but Agua Dulce’s CSD was still in draft form. Because the proposed library will be constructed in Acton, the architectural design will comply with the Acton CSD guidelines, which specify a “western” style design.

View of bookmobile that serves the Acton and Agua Dulce residents.

Agua Dulce town center and business area



The area to be served by the Acton/Agua Dulce Library was home to 12,538 residents in 2000. This was a dramatic increase of 256% from 1980, when the area was home to only 3,518 people. While this rate of increase was much larger than the rate of growth for Los Angeles County (27%), California (43%), or the United States (24%) for the same period, it is expected to slow during the next 20 years. By 2020, the population is expected to reach 15,634, which would be a 25% increase over the 2000 population.

This projected rate of growth is less than the 35% increase that is anticipated for California. It is, however, greater than the anticipated growth rate for Los Angeles County (22%) and the United States (15%), and while less dramatic than the growth from 1980-2000, it still presents a formidable challenge for the area.

Even though the average household size in the Acton/Agua Dulce area is 1.74 people, well below the average size for Los Angeles County (2.98), for California (2.87) or for the nation (2.59), approximately 28.4% of the population is under the age of 18, with 23% being between the ages of 5 and 17. Parents and caregivers have few local resources for reading enrichment activities for young children. Of the approximately 3,560 school age residents of the area, 2,078 or 58.3% are enrolled in schools in the Acton-Agua Dulce Unified School District. The others, for the most part, attend schools in Palmdale and Santa Clarita or they are homeschooled. Usage of the Antelope Valley Bookmobile, which serves the Acton/Agua Dulce area approximately 65 hours per month, supports the idea that there are a substantial number of homeschoolers in the area, although no official data is available.

The Acton-Agua Dulce Unified School District serves the area with three elementary schools, one junior high school and one high school. Although the first elementary school for the area was established in the 1860's, prior to about 1990, junior high and high school students were bussed to Palmdale. As the community grew, residents worked to keep students within the community for their entire educational experience, and their efforts culminated in the establishment of Vasquez High School in 1993 and the unification of the School District in the same year. There are small school libraries at each school except the high school, which has no library. School libraries are not open after school. Parents must drive students to libraries in neighboring communities over 20 miles away, for homework and research resources. Survey respondents indicated a desire for "homework services" and a "homework study center" at the new library.

Acton-Agua Dulce students demonstrate academic excellence and interest in a wide range of intellectual pursuits. In 2002, all of the elementary schools in the Acton-Agua Dulce Unified School District had above average API test scores. While API 2002 scores could not be reported for High Desert Junior High School, the school did report an API score of 736 for 2001. Although Vasquez High School reported the lowest API score in the district, when compared to similar schools, all of the schools in the Acton-Agua Dulce Unified School District that participated in the 2002 API test exceeded the rank of similar schools.

A substantial percentage of adults 25 years and older, living in the area report having at

least some college-level education. While only 6% hold a graduate degree, 23% hold an undergraduate degree and an additional 32% indicate some college education but did not complete a degree. Although the adult literacy rate for the Acton/Agua Dulce area is not available, the high adult educational achievement profile, coupled with a higher than average adult literacy rate reported for the 25th Congressional District, in which Acton and Agua Dulce are located, suggests an above average adult literacy rate within the two communities.

In the Acton/Agua Dulce area, individuals over the age of 16, who are employed in the civilian workforce, are most likely to be in either a management/professional position or a sales/office position. This is similar to the occupational pattern in Los Angeles County, California and the nation as a whole.

The population of the Acton/Agua Dulce Library service area is primarily White (81.6%), with a Hispanic population of 1,435 residents (11.4%). Non-Hispanic Asians comprise 1.8% of the service area population and non-Hispanic African Americans.

The largely homogeneous nature of the population is also reflected in the fact that English is spoken in the majority of homes in the Acton/Agua Dulce area. Only 3.1% of adults 18 years and older indicated that they spoke English “not well” or “not at all”, and even fewer children (1.2%) ages 5 to 17 were reported to speak English “not well” or “not at all”. Both of these percentages are well below those for Los Angeles County, California and the United States.

The relatively high levels of education, literacy and English fluency are also reflected in a lower than average poverty rate, 10% as compared to 18% for Los Angeles County; an unemployment rate of 2.4% for the Acton Census Designated Place (CDP) as opposed to 6.1% for Los Angeles County and 6.4% for California; and a higher than average median housing value of \$462,000, with 90% of the housing units being owner-occupied.

Given the high educational level of local residents and the geographic isolation of the two communities, it is not surprising that the residents of Acton and Agua Dulce want and need a library. While each community is distinct, with separate and distinct local activities and organizations, as well as separate community standards, they do cooperate in many joint ventures to benefit their respective residents. Much of this cooperation stems from the fact that similar needs exist in both communities but neither has sufficient population to support totally separate organizations in all instances. Similarly, Acton and Agua Dulce do not have large enough populations to justify and support a separate public library in each community. The proposed Acton/Agua Dulce Library will provide service to both communities and will provide “a gathering place” and “a cultural center”, something currently lacking in the communities. The proposed library will be adequate to serve the projected, combined population of 15,000 residents by the year 2020. The communities’ long history of joint projects and cooperation ensures that the Acton/Agua Dulce Library will be enthusiastically supported and used by the residents of both communities.

## **V. ANALYSIS OF LIBRARY SERVICE NEEDS**

## **A. Executive Summary**

The residents of Acton and Agua Dulce need and want a community library. The area has grown 256% in population since 1980 (3,518 residents to 12,538 in 2000), and is projected to grow another 25% to 15,634 by 2020. These two neighboring unincorporated communities comprise an area of approximately 178 square miles, with most retail establishments and governmental services located 20-25 miles away.

This rural, isolated area is currently underserved in terms of library service, with only bookmobile service available during limited weekday stops. The bookmobile cannot take the place of a permanent library facility, nor can it provide program and seating space and current technology for users.

During the focus groups, surveys, and community meetings discussed in Section II of this Community Needs Assessment, residents described the types of services they wanted their new library to provide. Those services were also supported by the demographic data provided in Section III of this Needs Assessment. The new library should focus its resources on the library service responses most important to local residents. Those service responses, in alphabetical order, are:

Commons – A library that provides a Commons environment helps address the need of people to meet and interact with others in their community and to participate in public discourse about community issues.

Current Topics and Titles – A library that provides Current Topics and Titles helps fulfill community residents' appetite for information about popular culture and social trends and their desire for satisfying recreational experiences.

Formal Learning Support – A library that offers Formal Learning Support helps students who are enrolled in a formal program of education or who are pursuing their education through a program of homeschooling to attain their educational goals.

Lifelong Learning – A library that provides Lifelong Learning service helps address the desire for self-directed personal growth and development opportunities.

To support these service responses, the library staff should build collections and services that will enable the delivery of quality services in these areas. The collections should be available in a variety of formats, including print, audiovisual, and electronic, and should provide a broad collection of general interest materials, as well as special collections tailored to community needs, such as local history and animal husbandry. Services and programs should meet the varied needs of all ages, with the library serving as a cultural and informational center for these remote communities.

Acton and Agua Dulce residents of all ages should be served by the materials (print, audiovisual, and electronic) offered as part of the library's implementation of the selected service responses. Staff will meet their needs by various means, including but not limited to, the community library collection, intra-library loan, inter-library loan, and electronic resources. Staff should create displays that highlight items in the library collection and encourage displays of works of local artists. They should also institute procedures that result in the prompt reshelving of all new materials so they will be available for other users as soon as possible.

Technology will be an integral part of the library. Twenty technology workstations will be

provided for public use, and eight of these will be in the Community Learning Center. Library customers will have access to a wide variety of electronic resources, software applications such as Word, Excel and PowerPoint, access to the Internet, and to staff who will be available to assist them whenever necessary. Technology training should be offered. Self-service technology should be provided as a customer option to maximize library staff time available for provision of direct customer service. High speed Internet access and wireless capacity for laptop use will be available.

The community library staff should sponsor or co-sponsor programs, such as story times, discussions, demonstrations, artistic and educational presentations on topics of interest to children, teens, adults, and seniors. Programs can be held in the library or in the community meeting room. Library programs that support broad community involvement should be planned, such as a “one city, one book” program. Staff should encourage active community participation in library-wide programs as well, such as Children’s Book Week and the Summer Ready Program.

Public school students are the target audience for the Formal Learning Support service response. The library should offer quiet study space for students and areas for students to collaborate with others to complete school-related projects. To supplement and support the services the County Library can offer to public school students, the Library should partner with the Acton-Agua Dulce Unified School District to provide resources, services, and equipment that would help children succeed in school.

Library users should be made aware of the resources of the County of Los Angeles Public Library. This should be done by having a variety of printed brochures available for distribution, information on the Library’s Web site, and by the staff informing library users how they could access information and services available at other locations, online, or by phone.

Community library staff should also collect data, including surveying library users, to allow the local library staff and County Library administrators to evaluate the services the library offers in support of the selected service responses. This information can then be used to improve and create services of interest to library users.

## **B. Current Library Service**

The Acton/Agua Dulce area is currently served by the Santa Clarita Bookmobile, which makes one stop a week at Agua Dulce and two per week in Acton:

Alternate Mondays	10 am to 12 noon	Acton Market
	1 pm to 4 pm	
Alternate Mondays	10am to 10:30am	Gemstone (Acton)
	1 pm to 4pm	Acton Market
Wednesday	10am to 12 noon	Agua Dulce
Friday	10am to 12 noon	Santiago Square (Acton)
	1pm to 4pm	

#### Acton Market - a key business in commercial center

The bookmobile originally began serving the outlying schools in the Santa Clarita Valley in 1958. Over time, the service emphasis shifted to outlying communities. Bookmobile staff at the Acton and Agua Dulce stops circulate about 31,000 items annually, and respond to about 3,600 information queries. The bookmobile's 3,000 volume onboard collection is inadequate to serve the array of information needs for these growing communities. At one LPAC meeting, a resident stated, "The bookmobile, as competent as it is, is no match for full-service, sit down, surround-yourself-with-tomes-of-a-million-kinds sort of public library with computer access and the full research assistance of a trained librarian."

Residents responding to the survey indicated that 70.6% of those over 15 had never used the bookmobile or had not used it in the past year. For those aged 5 to 14, the figure was 60.3%. The most common reason given for not using the bookmobile was that they used a different library facility, with Palmdale City Library the most frequently used, and the Canyon Country Library in Santa Clarita as the next most frequently used. Survey respondents also indicated that bookmobile hours were inconvenient (16.7%) and the bookmobile had a limited selection of materials (11.8%).

Area residents must travel some distance to visit a library facility. Survey results show that the most popular use of the libraries visited was homework assignments, at 49.2%. Parents must drive children some distance to these library facilities. Those who indicated they rarely used libraries said they were too busy (33.4%). Residents of these communities typically travel long distances to get to work sites and are returning to the area late in the day, with little available spare time to drive to far distant libraries. With no bookstore in the area, residents travel long distances to use one, or order books online. With a permanent library facility in the community, residents' use of libraries would be likely to dramatically increase.

## **C. Addressing Community Needs**

The new Acton/Agua Dulce Library must fulfill the communities' vision for the future, as expressed in the surveys, focus groups and design camps. The large population increase in the last decade has not been met by increased community educational, cultural and recreational services and facilities. The communities are frustrated by the lack of such facilities and have pressured local and state agencies to respond. Residents want services brought to them and want a library that will meet a variety of community needs. The Acton/Agua Dulce Library, as the only available library/community center for 20 miles, will need to have services for all segments of the community.

Currently, there is limited access to reading enrichment activities for children and to recreational and cultural activities for youth. The library should provide focused collections and programs to meet the needs of preschoolers through young adults. Collections and services shall range from picture books and story times to collections of children's literature to current print and media resources for teens. These are communities of families, and they would like services in the area that meet the needs of their children, no matter their age.

School age populations will continue to grow (by an additional 55% by 2020) and will need educational and cultural support for scholastic endeavors. The library will need to work closely with schools to partner for the best educational support services. The library will need to provide space for individual and group study, and technology for access to a variety of resources, both print and electronic.

The population, aged 35-64, represents a significant portion of the population with unmet service needs in the area of lifelong learning. Members of this age group expressed a desire for a wide range of materials, including recreational reading, nonfiction materials on subjects of personal interest such as astronomy, geology and local history, and reference materials and databases to assist with retirement and financial planning and other similar interests.

Community gathering space is needed where residents can meet, share information, gather in groups, and attend cultural programs and performances. Survey and interview data indicated a strong concern that there be more meeting space and activity space in these isolated communities. The library will serve as a community center, developing programs and services for all ages and providing a central site for the distribution of information about government services, group meetings and educational opportunities.

Survey and focus group responses identified the need for a broader collection of resources to meet community needs. The most popular collection interests were fiction, non-fiction, videos, personal information needs, and leisure reading. While a majority of residents have access to computers at home, not all have high speed access for Internet transactions, and the library's technology resources should fill that gap.

## **D. Library Service Needs**

The priority service needs as defined by the community input process are: commons, current topics and titles, formal learning support, and lifelong learning.

### **1. Commons**

The Acton/Agua Dulce Library should offer a welcoming environment for both adults and children that helps address the need of people to meet and interact with others in their community and to participate in public discourse about community issues. Limited meeting space in the communities is a concern to residents and the library can fill this gap. The library should provide a community meeting room with space for a minimum of 75 users, consistent with the County Library guideline for library meeting rooms, with state of the art presentation and distance learning technology. A small group conference room should also be provided. Sufficient seating should be provided in the library, including lounge and study seating. The County Library guideline for reader seats is 2.5 per 1000 population, for a minimum of 39 seats; a total of 50 seats is recommended to allow time and space for community members to meet, confer, study and read.

a. Collection: There is no direct collection implication for the Commons service response. Library staff should, however, be knowledgeable about programs and events that are going to occur in the library and should develop displays or exhibits that highlight the items in the library collection that relate to events occurring in the meeting room.

b. Services: The staff should offer programs on a wide variety of topics that are of interest to community residents, including cultural and educational programs. Programs should be planned for children, teens, adults, and seniors. When possible, programs should be planned that would appeal to families. The programs offered by the library should include story times, lectures, workshops, discussion groups, artistic performances, readings, booktalks, puppet shows, panel discussions, etc. During the focus groups and community meetings, local residents suggested programs on astronomy, animal husbandry, health care and Medicare, family film nights, and concerts. Library programs that support broad community involvement should be planned, such as a “one city, one book” program. Staff should encourage active community participation in library-wide programs as well, such as Children’s Book Week and the Summer Reading Program.

Library staff will co-sponsor programs and exhibits with community residents or organizations. Consideration should be given to co-sponsoring programs with organizations such as the Friends of the Library, women’s clubs, youth clubs such as 4-H or Scouts, parent-teacher organizations, and service clubs. Local artists will be encouraged to exhibit their works at the library. This will provide a wide variety of activities of interest to the community residents. It will also make the library a central part of the community.

Community residents should also be encouraged to use the facilities at the library if they are planning an event for which the library might be an appropriate venue. Organizations, such as those listed in Section III.D. should be made aware of the community meeting room and the policies governing its use. To the extent possible, they should be encouraged to conduct one or more of their meetings or events in the library so their members will become familiar with library services. The library can be, and will become, the gathering place for the community.

The library should collect and review data that will allow the evaluation of its success in providing a Commons environment. This data should include the number of people attending programs sponsored by the library, the number of people attending programs co-sponsored by the library, the number of community organizations who use library facilities, and the total number of people attending events at the library.

## **2. Current Topics and Titles**

The Acton/Agua Dulce Library should provide resources and programs that help fulfill community residents' appetite for information about popular culture and social trends and their desire for satisfying recreational experiences.

a. **Collection:** The library should provide access to sufficient copies of materials to ensure that customer requests are met. Materials must be offered in a variety of formats in addition to print. The collection should contain audiovisual materials such as CDs, videos, DVDs, audiobooks on tape, and audiobooks on CD. The collection should be developed to meet the informational interests of local children, teens, adults, and seniors. Electronic resources in areas of customer interest should also be made available.

County Library service guidelines call for an opening day collection of 2.0 items per capita, or 31,268 items. In support of the interest identified in Current Topics and Titles, collections of new books (500) and nonfiction (12,800) should be developed. A collection of 1,400 picture books and easy readers should be developed, as well as large print (450), media for all ages (2300) and Spanish language materials for adults and children (400).

Library staff should strive to order materials before publication so that library users can find the items in the library as quickly as possible.

b. **Services:** To support the provision of Current Topics and Titles, the library should host book discussion groups, author visits, performances, and other types of programs to encourage community residents to discuss the books, films, and/or music that they enjoy. Regular story times and children's programs should be established to promote preliteracy skills and the joy of reading.

Staff should create displays in the library that highlight new materials. They should also institute procedures that result in the prompt reshelving of all new materials so they will be available for other users as soon as possible.



The library should create, or provide access to lists of recommended titles on topics of interest and provide reader's advisory services. Frequently, readers who enjoyed books by a particular author want to read other titles that are similar to the ones they have enjoyed. The library should consider offering access to commercially available products that enable customers to create their own profile of reading, viewing, and listening interests and to receive recommendations of other items they might enjoy.

The library should collect and review data that will allow the evaluation of its collections and services to meet the local need for information about popular culture and social trends, and for recreational materials. This data should include the number of items circulated, collection turnover, program attendance, use of electronic resources selected to support the Current Topics and Titles service response, and surveys of library users to determine their satisfaction with the library's collections and services associated with Current Topics and Titles.

### **3. Formal Learning Support**

The Acton/Agua Dulce Library should help students who are enrolled in a formal program of education, or who are pursuing their education through a program of homeschooling, to attain their educational goals.

a. Collection: The community library staff should develop collections that will provide supplementary materials to help children and teens in grades K-12 to succeed in school. Although it is not possible for the public library to take the place of a good school library, the library should strive to have a basic collection of materials that addresses the subjects taught in the public schools. To the extent possible, staff should obtain copies of required reading lists and have at least one copy of each title available for home use.

A children's collection of 9000 items should be developed, including targeted homework support materials (500).

It is important to note that although the library will have materials of interest to students who are engaged in homeschooling, it is not possible for the library to provide all of the materials that these students may need. If the desired items are located in another County library facility, students or their parents will be encourage to request the item on intra-library loan.

Although the nonfiction collection will be used in support of many assignments, electronic resources will be of equal or greater interest to students in middle school and high school. The school assignment needs of this age group should be kept in mind when Library staff are selecting electronic resources for the Library system and when staff are selecting Web sites for inclusion on the Library's Web site.

The agribusiness subject specialty collection will target the needs of the students

in Acton and Agua Dulce. This special collection will focus on providing resources and learning activities to high school students in the areas of animal husbandry and agribusiness, and will complement the high school curriculum in these subjects as requested by the School District in the Joint Use process.

b. Services: Staff should provide reference assistance and reader's advisory service for students in grades K-12 to enable them to locate the information they need to complete their school assignments.

Homeschoolers will also benefit from the availability of reference and reader's advisory services. Staff will be available to help students locate materials, and provide basic assistance with the public access computers and electronic resources.

The students and faculty from the Acton-Agua Dulce Unified School District who participated in the community survey identified computers to access the Internet, a place to study, and homework assistance as high priorities. The joint venture project with the Acton-Agua Dulce Unified School District will be an excellent way to respond to this need.

Library staff, in cooperation with the Acton-Agua Dulce Unified School District or appropriate community organizations, should offer orientation sessions for middle school and high school students on how to do research and how to write reports.

The library should include at least one area where computers can be concentrated. The County Library service guidelines for computers in libraries is 10 per 1000 population, calling for a minimum of 16 computers for the new library. Twenty computers are recommended, based on the community input asking for increased technology and Internet access, with 8 to be placed in the designated joint use project area. This will allow staff to offer computer classes for adults and seniors when the library is not open to the public. Classes should also be offered on how to locate, evaluate, and use electronic resources. These classes could be offered by library staff and qualified volunteers or done in cooperation with community organizations with technological expertise.

A small study room should be included in the library for group study use. This would allow students working on class projects to work as a group without disturbing other library users. The study room would also be available for other uses such as interviews, small group seminars or meetings of local organizations.

Staff should provide opportunities for students to comment on and evaluate the effectiveness of the homework support services that are being provided. This could be done informally, by talking to the students who are using these services, or formally, by surveying students who use the Community Learning Center as well as those who do not use the Community Learning Center.

#### **4. Lifelong Learning**

The Acton/Agua Dulce Library should help address the desire for self-directed personal growth and development opportunities.

a. **Collection:** While the entire collection supports lifelong learning, it is primarily the circulating nonfiction collection that needs to be developed if the library is to effectively meet community expectations associated with this service response. Materials for children, teens, adults, and seniors should be selected on a wide variety of topics of interest to community residents. In addition, preschool collections and children's recreational reading collections should be developed to support story times and children's educational programs. Collections in special areas and types (large print, media, Spanish language) should be developed to serve the interests of the identified population groups in the communities

The collection should reflect the area's local history, specifically including the Brevidoro family and other founders and long-time residents of both communities. It should also include materials about agriculture and animal husbandry, especially related to horses, since this is an area of interest for many community residents.

Staff should endeavor to order materials pre-publication so library users can quickly find current information. Although the nonfiction collection will include current and retrospective titles, collection management, especially weeding, is essential in order to ensure that the collection remains current and responsive to changing community interests.

b. **Services:** Staff should offer programs on a wide variety of topics of interest to local residents. Some of the programs can be presented by library staff, while others could be presented by individuals or organizations with whom the library has chosen to partner. Regular story times and children's programs should be established to promote preliteracy skills and the joy of reading. Programs tailored to children, teens, adults and seniors should be offered on a regular basis.

Displays that highlight portions of the collection should be created on a regular basis. This is a very effective and efficient way to make community residents aware of materials on topics of potential interest in a variety of formats. Displays should be created for materials of interest to children, teens, adults, and seniors.

Technology resources should be offered to customers of all ages, with technology training available. Sufficient public access computers, with self-service options, should also be available.

Overall, a library of 10,874 gross square feet on one level is recommended for the Acton/Agua Dulce community. The 2020 population of 15,634 will be well served by a facility with .7 square feet per capita. County Library service level

guidelines for library facilities call for a minimum of .5 square feet per capita. This planned facility meets and exceeds that minimum guideline. As it will be the only County library facility within 20 miles, it needs to be built at a size that will encompass all needed spaces, collections and services for these communities, without reliance on services that might be available at nearby libraries in a more urban area.

## **VI. Service Limitations of the Existing Library Facility**

### **A. Public Library Service**

The residents of Acton and Agua Dulce do not currently have a local community library. Residents do, however, receive library service from the Santa Clarita Valley Bookmobile which provides an average of 65 hours of service per month with stops at various locations in both Acton and Agua Dulce. At 27.5 feet in length, the bookmobile can accommodate approximately 3,000 titles. It cannot, however, support a collection of the size and breadth needed by the two communities, nor can it provide access to public computers or the County Library's excellent array of online databases. Service to adults is negatively impacted by both the limited selection of materials available in the bookmobile at any given time and by the limited schedule which makes bookmobile service inaccessible to most working adults. Students working on school assignments, or those students being homeschooled, must select material that is immediately available on the bookmobile shelves; wait for parents to transport them to distant library facilities in Palmdale, Lancaster or Santa Clarita; or they must limit themselves to online resources available from their home computer. The closest County of Los Angeles facilities are in Lancaster, 22 miles to the north and in Santa Clarita, 20 miles to the southwest. Driving time to either community is often extended due to poor driving conditions; traffic congestion on State Highway 14 and on Sierra Highway, the two major routes out of the area, is a constant problem. With many working adults already facing long daily commutes, many residents elect not to travel the additional distances.

View of restricted collection space in bookmobile.

### **B. School Library Unmet Service Needs**

The elementary schools and the junior high school in the Acton-Agua Dulce Unified School District do have school libraries, however, Vasquez High School does not. The existing school libraries have very limited collections, and there is no professional staff available to assist students in locating desired information. In addition, these libraries are only open during school hours, thus the collections and the computers are not available to students after school or on the weekends, nor are they available to students at Vasquez High School.

## **VII. Physical Limitations of the Existing Library Facility**

Acton and Agua Dulce do not have a local community library. Residents currently receive library service via the Santa Clarita Valley Bookmobile. The size of the bookmobile (27.5 feet in length) imposes many limitations on the type and quantity of service provided:

- Selection of materials is limited since the bookmobile only has shelving for 3,000 items.
- Items requested from another community library may not be delivered for several days due to the bookmobile's limited schedule.
- Only 10 people may use the bookmobile at any one time due to limited space.
- It is not possible to provide space for library users to sit down to read or to study.
- Computers, OPACs, and Internet access are not available.
- There is no space in which to offer storytimes or programs.

It should also be noted that inclement weather and mechanical difficulties can impact the availability of bookmobile service.

## VIII. SPACE NEEDS ASSESSMENT

The Acton and Agua Dulce communities do not have a community library. The County of Los Angeles Public Library provides bookmobile service an average of 65 hours per month at various locations in Acton and Agua Dulce.

The County of Los Angeles Public Library has previously developed service level guidelines for new facilities using square footage allocations that meet all accessibility and functionality requirements (*County of Los Angeles Public Library Service Level Guidelines Recommendations* by Kathryn Page Associates, 2002). The guidelines are based on the consultant's experience on numerous library facility projects and on standard works in library planning literature, including works by Joseph Wheeler and *Building Blocks for Planning Functional Library Space* (LAMA). These guidelines have provided direction to the library consultants, architects, and library staff as they have developed the Needs Assessment, the Plan of Service, and the Building Program for the Acton/Agua Dulce Library. Additional standards used by the Library include the *Communications/Low Voltage Specification for the County of Los Angeles Public Library* (2003) and the County's *Office Space Standards* issued by the Chief Administrative Office. In addition, the Library has used the standard square footage allocations that are the default space assignments in the Libris DESIGN facility planning software (Version 2.3), as applicable.

County of Los Angeles Public Library Service Level Guidelines: October 2002 (Library services based on guidelines to serve Acton/Agua Dulce population of 15,634 in 2020)			
Guideline		Minimum Requirements	Recommended Sizes
Collections-Built-out	2.75 volumes per capita	42,994	50,200
Collections-Opening Day	2.0 volumes per capita	31,268	31,100
Reader Seats	2.5 per 1,000 residents	39 seats	50 seats
Technology	1 per 1,000 residents	16 workstations	20 workstations
Facility Sq. Ft. per Capita	0.5 square foot per capita	7,817 square feet	10,800 square feet
Meeting Room Seats	2 per 1,000 residents	Minimum 75	75
Story Time Area	Required	Yes	Yes
Group Study Rooms	Required	Yes	Yes
Homework Center	Required	Yes	Yes

The County Library's guidelines recommend a facility size of at least 0.5 square foot per capita (based on the projected 2020 service area population). The population of the Acton/Agua Dulce library service area is projected to be 15,634 in 2020, so the Acton/Agua Dulce Library should be a minimum of 7,817 square feet. However, to respond to the community need for study space and technology access for students, meeting room space for library sponsored programs and community meetings, collections sufficient to meet residents' needs, and space for a Friends of the Library Bookstore, it is recommended that the library be at least 10,800 SF.

The County Library's guidelines recommend an opening day collection for new libraries of 2.0 items (all formats) per capita. Based on the projected 2020 service area population of 15,634, the opening day collection will be approximately 31,100 items.

The guidelines also recommend a built-out collection for community libraries of 2.75 items (all formats) per capita. For the proposed Acton/Agua Dulce Library, with a projected 2020 population of 15,634, this guideline would require a minimum built-out collection of approximately 43,000 items. However, the proposed library has been designed to house a built-out collection of 50,200 items, which equates to 3.21 items (all formats) per capita based on the projected 2020 population. This larger collection is necessary to serve the needs of these remote communities, who are 20 miles from other libraries and community resources, and to fulfill the variety of interests and topics requested by residents in the community input process.

Library staff have extensive experience in building opening day collections that are responsive to local communities. This expertise, augmented by input on collection needs received from community residents during the focus groups, community meetings, and the written survey, will be used to create the opening day collection for the Acton/Agua Dulce Library. It is anticipated that the opening day collection will be approximately 31,100 items.

To respond to the projected 2020 population of 15,634, the guideline recommends 39 reader seats, or 2.5 seats per 1,000 people served. During the focus groups, design camps, and in the survey responses, it was frequently noted that students needed a place to study and do their homework, and that there is a lack of community gathering spaces with seating in the Acton/Agua Dulce area. Based on this community need, it is recommended that the library contain more seating than the minimum guideline proposes. It is recommended that the library have approximately 50 reader seats.

The County Library's guideline for public access computers is 1.0 computer per 1,000 people served. To respond to the projected 2020 population of 15,634, the guideline recommends 16 public access computers. It is anticipated that the library will include 20 public access computers, to most effectively meet the frequently expressed need for access to the latest technology and to support the joint partnership service with the School District in the Community Learning Center.

The library will include a community meeting room that can seat 75 adults in an auditorium-style setting. The community meeting room will be used for library sponsored or co-sponsored programs for children, teenagers, adults, and seniors. These programs may include book discussions, lectures, and demonstrations on topics of current interest. The community meeting room will also be available for use by community organizations for activities such as board meetings; open public meetings; classes, including distance learning; and other activities of public interest such as displays of artwork by local artists, both adult and juvenile. Internet access and presentation equipment will be provided to facilitate effective use of the meeting room including a public address system, projection screen, and data/video projector. The meeting room will be accessible to the community after regular library hours, with a separate entrance.

A group study room that can seat six will be available to library users. It is anticipated that this room will be very popular with students.



A storytelling area will be located within the children's services area. This space will seat 25 children. When story times are not being held, children and their parents can enjoy library materials in this location.

The Friends of the Library will have a small bookstore in the library where they will sell used books and other items such as school supplies, tote bags, etc. Profits from the Bookstore will support library services, programs, and materials.

## **A. LIBRARY COLLECTIONS**

### **1. Current Status of the Collection**

A new collection will be purchased for the proposed library. The Santa Clarita Valley Bookmobile, with an onboard collection of 3,000 items, currently serves the two communities with three stops per week. This collection is inadequate to meet the varied needs of all segments of the community and is inaccessible to many due to the limited stops. Community members drive elsewhere for library services or do not make use of libraries.

### **2. Capacity of the Proposed Library to House the Collection**

The library is anticipated to be approximately 10,800 SF, and it will have adequate space and the appropriate shelving for the 50,200 item built-out collection. A summary of the various collections and their anticipated sizes can be found in Appendix E.

### **3. Collection Development Practice**

#### **Guiding Principles**

The County Library's policies emphasize that each community library must purchase materials based primarily on community needs. The opening day collection will be determined by the results of the needs assessment and analysis of demographic data. Once the Acton/Agua Dulce Library is open, collection development decisions will be based on analysis of circulation statistics including interlibrary and intralibrary loan requests. In addition, the community library manager will review customer suggestions and conduct customer surveys. Library managers also monitor demographics to identify key issues such as changes in school age population or ethnicity.

The mission statement of the County of Los Angeles Public Library provides a general framework from which to begin the selection of titles and material formats for the opening day collection. It is anticipated that a budget of \$1,120,000 will be allocated to purchase the opening day collection for the Acton/Agua Dulce Library. An annual materials budget allocation of \$60,000 (2003-04 dollars) is planned, which will support annual collection building.

## Community Input

Demographic analysis and the extensive community input received through the needs assessment process provided the foundation of the opening day collection profile. Demographic analysis suggests some issues of significance for collection development:

Preschool children represent 5.4% of the population. The collection should provide materials of all formats that appeal to young children especially those that promote reading readiness. In addition, parenting materials relating to young children will be in demand.

Elementary and middle school age children account for 17.8% of the population. For that reason, the collection must contain materials in all formats that supplement the school curriculum. It will also be very important to ensure that the collection contains books that will instill a love of reading thereby ensure high literacy levels.

The young adult population (14-17) at 5.2% will require all formats of materials to supplement the school curriculum but this group will also desire books and other materials that reflect their interests outside of the classroom.

The adult population (18-64) at 63.8% comprises well over half the population. It will be important that the collection is selected to reflect the needs they expressed in the assessment process. Staff will study the circulation patterns of the neighboring County libraries to discern materials that will be of interest for the opening day collection. Special attention should be paid to recreational reading trends for both adult and senior customers.

Finally the senior population (7.7%) will have its own unique needs. The collection must focus on issues of particular interest to seniors.

Although demographics indicate no significant ethnic or language groups in the community, the collection should contain some Spanish language materials as well as a variety of materials that reflect the ethnic cultures represented in Southern California.

In addition to the demographic information, the community survey and focus groups provided further insight into the community's collection needs.

Acton and Agua Dulce are rural communities with many ranches and properties with horses and other kinds of animals. Focus group meetings revealed that all age groups were interested in materials about horses, animals, and specifically animal husbandry. General science and natural science materials in fields such as astronomy, biology, entomology, forestry, and geology were requested by homeschoolers, members of youth organizations (especially the Scouts for earning badges), seniors, civic organization members, school children at all grade levels, and teachers.

An important subject area that was emphasized by the seniors, civic groups, and youth organizations is local history. Acton and Agua Dulce and the surrounding areas represent an important part of California history, and local groups are pursuing documentation of this history through recording of the oral histories of long-time residents and through research.

Audiovisual materials in various formats were also identified as important in the focus groups. Music CDs, audiobooks on CD, audiobooks on tape, and DVDs were of strong interest to focus group attendees and survey participants of all ages.

Ongoing community input will be sought on a regular basis on desired topics, titles and formats.

### **Determining Specific Titles for the Start-Up Collection**

A list of titles of adult and juvenile books, periodicals, reference, and audiovisual material will be developed by the Regional Collection Coordinator. The Regional Youth Services Coordinator will provide input on juvenile material; the Regional Adult Services Coordinator will provide input on reference materials and magazine titles. The Community Library Manager will participate in the selection process and will take steps to include community input from various sources, including surveying bookmobile customers and working with the Friends of the Library and other groups for suggestions.

Core lists of recommended titles for an opening day collection will be requested from:

- Baker & Taylor, the primary vendor used by the County of Los Angeles Public Library for books.
- BWI, the primary vendor used by the County of Los Angeles Public Library for audiovisual material.

Other resources to be consulted are:

- Reference sources (e.g., *Recommended Reference Books for Small and Medium-Sized Libraries*, *Magazines for Libraries*, *Public Library Catalog*, etc.) for suggested titles.
- Evaluation of collections in similar type and size libraries in the County of Los Angeles Public Library based on reports of collection age, circulation, and collection turnover generated by the library's Integrated Library System.
- Regional Coordinators in other regions for recommendations in their Dewey specialties.
- Materials evaluators at County Library Headquarters for recommendations in their specialties.

The decision regarding the quantity of materials purchased for each segment of the collection should be based primarily on the extensive experience of the County Library collection development staff. Those staff members will base their decisions on the best practices at other jurisdictions but for the most part will rely on successful models of collection development at other community libraries of similar size and/or demographic/interest profile in the County of Los Angeles Public Library system.

## **Maintenance of the Collection**

Staff will need to examine the collection on a regular basis and weed the collection regularly so it not only remains up-to-date and relevant to their customers' needs, but is neat and presentable, without crowded shelves or material in shabby or poor condition. In addition, because the demographics and information needs of a community change over time, staff must regularly evaluate their collection to determine strengths and weaknesses and to make certain that they are continuing to meet their customers' needs and interests. Library staff will utilize the Library's powerful automation system to obtain customized reports on collection usage and customer preferences in specific collection areas, and modify collection development strategies as needed. The Regional Coordinators can assist the library staff in this process within each coordinator's area of expertise.

## **Guidelines and Standards Used**

The County of Los Angeles Public Library guidelines recommend an opening day collection for new libraries of 2.0 items (all formats) per capita. Based on the projected 2020 service area population of 15,634, the opening day collection will be approximately 31,100 items. The guidelines also recommend a built-out collection for community libraries of 2.75 items (all formats) per capita. The proposed Acton/Agua Dulce Library, with a projected 2020 population of 15,634, has been designed to house a built-out collection of 50,200 items, which equates to 3.21 items (all formats) per capita based on the projected 2020 population. The County Library utilizes the collection guideline and adapts it to the needs of the individual library. In the case of the proposed Acton/Agua Dulce Library, this larger collection is necessary to fully meet the needs of these remote communities and to fulfill the variety of interests and topics requested in the community input process. The County guideline was developed using the collection size guidelines designed by library planner Joseph Wheeler, who proposed that communities with a population of 10,000–35,000 should have 2.75 to 3.0 items per capita.

## **4. Proposed Collections**

The Acton/Agua Dulce Library will have a 2020 collection of 50,200 items, allocated 65% to adult, 5% to young adult, and 30% to children's materials. The allocations are based on extensive community input through surveys and focus groups held during the needs assessment process, and on Library staff experience with communities of similar size and demographics. Collections will be provided for children, teens, and adults. Large print books will be available for seniors and others who are unable to read standard size print. As part of the joint use cooperative agreement, a noncirculating set of core textbooks will be provided by the Acton-Agua Dulce Unified School District for students to use in the library, and homework support materials will be provided for in the collection.

Current titles in print and nonprint will be included, with an emphasis on nonfiction materials in subjects requested by the community. Preschool collections and children's fiction will be available, as well as special collections in local history, animal husbandry, and Spanish language. New audiovisual formats will be included.

The Building Program provides information on the projected collections to be housed in the new library, in Chapter 2, Section 2.1, *Allocations of the Library's Collections*. Those tables are provided in Appendix E, as well, for information. Detail is provided on each format category as well as volumes per linear foot and assumptions regarding the percentage of collection in circulation.

## **5. Collection Space Needs**

The shelving for the library will be planned using the collection allocation module of the Libris DESIGN software which uses a basic 8 volumes per linear foot for adult print volumes and variations of this for other collection types. It uses a formula to determine the shelving required by calculating a percentage of the holdings in circulation (not on the shelf).

The capacity for each shelving unit is calculated by multiplying the number of volumes per linear foot by the number of linear feet per shelf by the number of shelves per unit. For example, in the fiction area, this is 8 (volumes per linear foot) x 3 (linear feet per shelf) x 14 (shelves per unit) = 336. The number of volumes per linear foot for each specific collection type and the space allocation per shelving unit can be found in the Building Program, Chapter 2, Section 2.2, *Shelving the Library's Collections* as well as in Appendix F of this needs assessment. Space for collections is programmed to include space for future growth as the Acton/Agua Dulce Library collections are developed and to allow for vacant shelf space for efficient shelving and interfiling of volumes.

## **B. READER SEATS**

### **1. Number, Type, and Allocation of Reader Seating**

Community residents need access to a variety of seating in the library, which will serve as a community gathering space, provide technology stations and study space, and provide sufficient seating for lounging and reading. The library should include various types of reader seating located throughout the facility, including tables for four (round and rectangular), lounge chairs, technology carrels, and stackable chairs in the meeting room and story time area.

The adult area will contain study tables and chairs, as will the children's area and a distinct teen area. Lounge chairs will be clustered around the library to allow for leisure reading. The children's area will contain a rocking chair as well as lounge seating for children or parents. An outdoor patio area will be provided that will be suitable for readers seating and group activities.

Proposed Acton-Agua Dulce Library Seating Allocation	
Area of the Library	Number of Seats
Adult Services	
Chairs at tables	12
Lounge chairs	2
Children's Services	
Chairs at tables	12
Lounge chairs	2
Rocking chair	1
Community Learning Center	
Chairs at tables	8
Magazines and Newspapers	
Chairs at tables	4
Lounge Chairs	3
Teen Area	
Chairs at tables	4
Lounge chairs	2
Total	50

This allocation does not include the seating associated with technology workstations which are described below in section VIII.C.1.

## 2. Seating Standards

The County of Los Angeles Public Library guideline for reader seating is 2.5 seats per 1,000 people served. To respond to the projected 2020 population of 15,634, the guideline recommends 39 reader seats. The needs assessment process identified the need for ample seating to accommodate students with study tables and chairs and sufficient seating for readers and lounge seating, since little other public seating space is available in the community. The library will contain 50 reader seats, exceeding the guideline by 11 seats, in order to meet the community's requirements.

## 3. Calculations Used

The County Library uses a space standard of 20 to 30 SF based on the size of the table and 35 SF for each lounge chair. The following calculations should be used to determine the amount of space required for each type of reader seating:

Proposed Acton-Agua Dulce Library Reader Seating Space Estimate			
Type of Seating	Number	Conversion (sq. ft. per seat)	Total Square Feet
Chairs at table (child)	12	20	240
Chairs at table (adult)	24	25	600
Chairs at table (teen)	4	20	80
Lounge chair	9	35	315
Rocking chair	1	20	20
Total	50		1,255

## C. TECHNOLOGY

### 1. Number, Type, and Allocation of Technology

The library should include sufficient computers that the public can use to access the OPAC, online databases and the Internet. Data ports should be provided for customer use of laptops, and wireless technology should be employed. Public computers will have high speed Internet access, and customers will be able to use two self check stations as a service option. Eight of the computers will be located in the Community Learning Center, a joint use cooperative project with the School District. In the community meeting room and group meeting room, digital projection and videoconferencing equipment will be available for presentations and distance learning. In addition, staff require computers at each service desk and in the staff workroom. Other required technology includes security gates at the library entrance/exit, a public copier, and telecommunication backbone equipment to support the library's technology.

The library should include computers and technology equipment in the following quantities distributed throughout the facility.

Computers/Technology Equipment	Number
Public Computers:	
Adult Services	7
Children's Services	4
Community Learning Center	8
Media Collection	1
ADA Assistive Listening Device	2
ADA Reading Machine	1
Print Release Station	6
Data Projector, Ceiling Mounted	1
Video Conferencing System	1
Self Check Stations	1
Television, CATV or Satellite	2
Copy Machine	1
Staff Computers:	
Information Desk	1
Community Library Manager's Office	1
Customer Service Desk	1
Staff Workroom	6
Main Communications Room (Console)	1
Printer, Laser (B&W)	4
Printer, Laser (Color)	3
Security System Gates, Inventory Control	1
DSU/CSU Telecommunications Equipment	1
Computer Rack/Communications Equipment	2
Router/Switch	1
Server, Desktop/Rack Mount	2

## 2. Calculations Used

The County Library's guideline for public access computers is 1.0 computer per 1,000 people served. To respond to the projected 2020 population of 15,634, the guideline recommends 16 public access computers. It is anticipated that the library will include 20 public access computers, to most effectively meet the community need for access to the current technology and to support the technology program in the Community Learning Center which is part of the joint use partnership with the School District. The Library also uses the standards in the *Communications/Low Voltage Specification for the County of Los Angeles Public Library (2003)*.

Approximately 35 SF of space should be allocated for each stand-up technology station, and 45 SF should be allocated for each sit-down technology station which includes workstation seating. If workstations are expected to accommodate two users per sit-down station, then 60 SF should be allocated. In addition, where applicable, the square footage allocations are the default space assignments in the Libris DESIGN facility planning software (Version 2.3).



## **D. STAFF OFFICES AND WORKSTATIONS**

### **1. Staff Organization**

The County Library will provide the following staffing at the Acton/Agua Dulce Library.

Classification	Number of Positions	FTE
Community Library Manager	1	1.0
Children's/Reference Librarian I	1	1.0
Library Assistant I	1	1.0
Library Aide	6	3.0
Library Page	5	2.5
Library Page (Community Learning Center)	2	1.0
<b>TOTAL</b>	<b>16</b>	<b>9.5</b>

This staffing pattern was developed based on County Library staffing practices for libraries of this size and service level. Minimum staffing includes a Community Library Manager (CLM) who is in charge of the facility, a children's librarian who will also share reference duties with the CLM, and a Library Assistant who manages the circulation and workroom functions. A number of Aides and Pages assist with support tasks including circulation, processing, shipment, shelving, and specific support tasks in the Community Learning Center and children's area. In addition, volunteers will be utilized to assist paid staff. The staffing level was determined with consideration of the self check technology to be installed at the library, giving customers the option of self check out of materials. Self check stations will be placed at the Customer Service Desk with only one staff workstation specified at that desk. Staff will be available instead to assist patrons with direct customer service not related to check out of materials.

The duties to be performed by the staff in each classification are described in the Library Plan of Service in Section V.

### **2. Staff Workstations**

Staff workstations should be ergonomic and located in the library to facilitate efficient workflow. A private office will be provided for the Community Library Manager. Other staff will be located in systems furniture workstations with individual systems workstations for the Children's/Reference Librarian and the Library Assistant, and shared workstations for part-time Library Aides. Library Pages generally work on the library floor and are not assigned workstation space but occasionally use worktables in the workroom. Space will be identified for an occasional library volunteer. Sizes of workstations will be based on County Library workstation standards, according to staff level. The standards are based on the County's *Office Space Standards* issued by the Chief Administrative Office.

The customer service desk should be designed to accommodate one staff position and two public self check stations. The information desk has one staff station. The staff workroom will house all staff workstations with the exception of the Community Library Manager's office, which is an individual office to be located near the customer service desk.

### 3. Calculations Used

Staff space in a library is generally calculated at 15% of the total gross space. The County Library uses a planning guideline of 12% since its community libraries do not require additional space for technical services and other main library administrative functions.

The County Library has established standard workstation sizes based on function. Librarian (8'x9' workstation, 75 SF), Library Assistant (8'x8', 50 SF) and Library Aide (6'x6', 40 SF). Each workstation configuration includes storage, work surface, articulated keyboard carrier, and pedestal unit drawers and guest chair if applicable.

Type of Staff Workstation	SF Required
Information Service Desk	80
Customer Service Desk	230
Workstation - Children's Librarian	75
Workstation - Library Assistant	50
Work Station - Library Aide (3)	3X40 = 120
Workstation - Volunteer	40
Office - Library Manager	120

## E. MEETING ROOM REQUIREMENTS

### 1. Community Meeting Room

The library should include a community meeting room that can seat 75 adults in an auditorium-style setting. The needs assessment input reflected the strong desire of residents for gathering and meeting space in the community, where such is currently not available. The community meeting room will be used for library sponsored or co-sponsored programs for children, teenagers, adults, and seniors. These programs may include book discussions, lectures, and demonstrations on topics of current interest. The meeting room will provide state of the art presentation technology, including digital projection equipment and cable access that will support lectures, performances, and distance learning opportunities for the community. It will also provide an appropriate venue for displays of artwork by local artists, both adult and juvenile.

The community meeting room will also be available for use by community organizations for activities such as board meetings, open public meetings, classes, and other activities of public interest. The meeting room will be accessible to the community after regular library hours

## **2. Calculations Used**

The County Library's guideline for meeting rooms recommends that every library have a community meeting room with 2.0 meeting room seats per 1,000 people served, with a minimum of 75 seats. The Acton/Agua Dulce Library requires a meeting room with 75 seats, to provide sufficient community meeting area and space for library programming.

Each meeting room chair requires 12 SF, for a total of 900 SF. Additional space must be allocated for the presenter, any equipment being used, circulation space, etc. It is therefore recommended that the meeting room be approximately 1,200 SF.

## **F. SPECIAL PURPOSE: MISCELLANEOUS SPACE NEEDS**

### **1. Miscellaneous Spaces**

The library should contain a variety of miscellaneous spaces that respond to community needs. Those spaces should include:

- **Group Study Room:** A room that can be used by students and others who need a quiet space to work together.
- **Community Learning Center:** An area that provides teens and adults with access to electronic resources.
- **Storytelling Area:** An area where young children can attend storytelling programs.
- **Friends of the Library Bookstore:** An area where the Friends of the Library can sell books and other items.
- **Kitchen (adjacent to Community Meeting Room):** An area that can be used by community groups and library staff to prepare food and beverages that will be consumed in the community meeting room.
- **Delivery Vestibule:** An area that can be used by the staff to prepare items for delivery and to process incoming shipments.
- **Custodial Workroom:** An area that will be used by the custodian to store supplies and equipment.
- **Main Communications Room:** A room dedicated to telecommunications and computer hardware and voice, data, CATV/satellite distribution equipment.

### **2. Calculations Used**

Each of these specialized spaces should be designed to accommodate the respective function and anticipated occupancy. The following minimum space allocations should be applied:

Miscellaneous Space	SF Required
Group Study Room (6 people)	160
Community Learning Center (16 learners)	765
Storytelling area (25 children)	180
Friends of the Library Bookstore	125
Kitchen (adjacent to Community Meeting Room)	115
Delivery Vestibule	80
Custodial Workroom	70
Main Communications (1 person)	120

A number of calculations were used for developing these spaces. The group study room consists of a study table with 6 chairs, adult sized. At the seating standard of 25 SF per adult seat, the room requires 150 SF, with additional SF for presentation technology. The Community Learning Center is sized for the sum of its contents including 8 computer workstations with two seats, and instructor's desk, and shelving. Collections for the Center are included in the collection allocations. The storytelling area is sized at a County Library facility standard of 6 SF per attending child, with additional space to allow room for some parents as well. The County Library, using the standard in *Communications/Low Voltage Specification for the County of Los Angeles Public Library (2003)*, typically sizes the Main Communications Room at a minimum of 120 SF, which is suitable for this medium sized library, to allow sufficient space for telecommunications and network equipment, CATV/satellite distribution equipment, voice and data patch panels, file servers, console, and room for one technician to perform system maintenance and repairs. In addition, where applicable, the square footage allocations are the default space assignments in the Libris DESIGN facility planning software (Version 2.3).

## **G. NON-ASSIGNABLE SPACE**

### **1. Non-Assignable Spaces**

The library will contain a variety of spaces which are considered non-assignable. Non-assignable space is defined by Libris DESIGN as the utility area of a building required for the function of the building. Non-assignable spaces include stairways, elevators, dedicated corridors and walkways, public lobbies, restrooms, duct shafts, mechanical rooms, electrical closets, janitor's closets, and interior and exterior wall thickness.

In the Acton/Agua Dulce Library, the non-assignable spaces include, but are not limited to:

- Lobby (area will include exhibit space)
- Rest Rooms
- Dedicated corridors and walkways
- Mechanical equipment room

## **2. Calculations Used**

The total overall gross space allocation will be derived by including a 20% non-assignable space allowance. This efficient net-to-gross ratio reflects the benefits of a single-story facility with a large open plan, a high percentage of space allocated to stacks and collections, a workroom in lieu of individual offices, and few interior corridors. The non-assignable space includes lobbies, hallways, thickness of walls, electrical closets, and rest rooms. Utilizing this 20% allowance to reach the gross square footage requirement provides a building that is efficiently organized and meets functional and accessibility requirements, but is not overly generous for a small facility.

**APPENDIX A:  
COUNTY OF LOS ANGELES PUBLIC LIBRARY  
2003 WRITTEN COMMUNITY  
SURVEY FORM**

**Please complete the following survey by Jan. 25 and drop off at one of these locations:**

- |    |                     |   |
|----|---------------------|---|
| 1) | Agua Dulce Hardware | 33314 Agua Dulce Canyon Rd.                         |
| 2) | Acton Video         | 33308 Santiago Rd. (behind Sizzler)                 |
| 3) | Print Shop          | 3807 W. Sierra Hwy. (next to Don Cuco's Restaurant) |
| 4) | The Gym             | 3620 W. Smith (next to Post Office)                 |

**ACTON/AGUA DULCE LIBRARY**  
**COMMUNITY SURVEY**

**1. When did you last use the Library Bookmobile?**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Within last week    | <input type="checkbox"/> Within last month | <input type="checkbox"/> Within last year |
| <input type="checkbox"/> Within last 2 weeks | <input type="checkbox"/> Some months ago   | <input type="checkbox"/> More than a year |
| <input type="checkbox"/> Never               |  |   |

**2. Do you ever use the Library Bookmobile with your children?**

- |                              |                             |                              |
|------------------------------|-----------------------------|------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
|------------------------------|-----------------------------|------------------------------|

**3. If you do not use the Library Bookmobile, why?**

- |  |  |
|--|--|
| <input type="checkbox"/> Inconvenient hours/schedule | <input type="checkbox"/> No disabled access      |
| <input type="checkbox"/> Too crowded                 | <input type="checkbox"/> Too far away            |
| <input type="checkbox"/> Limited selection           | <input type="checkbox"/> Use a different library |
| <input type="checkbox"/> No internet/computer        |  |

**4. What is the name(s) of the County or City library you currently use?**

**5. In the library you listed above, check all of the relevant reasons for use of the library:**

- |   |   |
|---|---|
| <input type="checkbox"/> Homework assignments | <input type="checkbox"/> Use books and magazines            |
| <input type="checkbox"/> Elementary school    | <input type="checkbox"/> Request books from other libraries |
| <input type="checkbox"/> Junior high school   | <input type="checkbox"/> Library Programs                   |
| <input type="checkbox"/> High school          | <input type="checkbox"/> Adult programs                     |
| <input type="checkbox"/> Homeschool           | <input type="checkbox"/> Children's programs                |
| <input type="checkbox"/> College              | <input type="checkbox"/> Recreational reading               |
| <input type="checkbox"/> Internet computers   | <input type="checkbox"/> Word processing computers          |

**6. If you use a library rarely or not at all, why?**

- |  |   |
|--|---|
| <input type="checkbox"/> Too far away                            | <input type="checkbox"/> Too crowded                  |
| <input type="checkbox"/> Inadequate parking                      | <input type="checkbox"/> I'm too busy                 |
| <input type="checkbox"/> Owe fines to the library                | <input type="checkbox"/> Do not have materials I want |
| <input type="checkbox"/> Telephone line busy – can't get through | <input type="checkbox"/> Not open evening hours       |

**7. During the past year, how many times have you gone to a bookstore to browse or purchase books?**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Not at all     | <input type="checkbox"/> 1 to 5 times     | <input type="checkbox"/> 6 to 10 times |
| <input type="checkbox"/> 11 to 20 times | <input type="checkbox"/> 21 times or more | <input type="checkbox"/> Don't know    |

**8. How far do you travel to go to a bookstore? \_\_\_\_ miles****9. During the past year, how many books have you bought over the internet?**

- |                               |                                 |                                  |                                     |
|-------------------------------|---------------------------------|----------------------------------|-------------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> 1 to 5 | <input type="checkbox"/> 6 to 10 | <input type="checkbox"/> 11 or more |
|-------------------------------|---------------------------------|----------------------------------|-------------------------------------|

**10. Which of the following do you use, or would you use? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Business/career research   | <input type="checkbox"/> Literacy help   |
| <input type="checkbox"/> Audio books  | <input type="checkbox"/> Educational & vocational training needs               |
| <input type="checkbox"/> CDs and/or audiotapes  | <input type="checkbox"/> Personal information needs – hobbies, health, finance |
| <input type="checkbox"/> Fiction books  | <input type="checkbox"/> Meet with others                                      |
| <input type="checkbox"/> Large type books or Braille material   | <input type="checkbox"/> Work-related information                              |
| <input type="checkbox"/> Non-English language books   | <input type="checkbox"/> Programs and events for adults                        |
| <input type="checkbox"/> Non-fiction books  | <input type="checkbox"/> Adult education                                       |
| <input type="checkbox"/> Young adult books  | <input type="checkbox"/> Reference assistance                                  |
| <input type="checkbox"/> Videos (VCR, DVD)  | <input type="checkbox"/> Copy machine  |
| <input type="checkbox"/> Children's books   | <input type="checkbox"/> Computers   |
| <input type="checkbox"/> Preschool activities   | <input type="checkbox"/> Meeting rooms   |
| <input type="checkbox"/> Children's programs  | <input type="checkbox"/> Senior programs and information                       |
| <input type="checkbox"/> General community information (bus schedules, government services, community meetings or activities) | <input type="checkbox"/> Government issued info/public notices                 |
| <input type="checkbox"/> Homework/study center  | <input type="checkbox"/> Center for access to local history                    |
| <input type="checkbox"/> Interlibrary loan  | <input type="checkbox"/> Genealogy   |
| <input type="checkbox"/> Magazines and newspapers   | <input type="checkbox"/> Leisure reading                                       |

**11. Are you: female\_\_\_\_ male\_\_\_\_?****12. Is your age:**

15-19\_\_\_\_, 20-24\_\_\_\_, 25-34\_\_\_\_, 35-44\_\_\_\_, 45-54\_\_\_\_, 55-64\_\_\_\_, 65 and over, \_\_\_\_?



**13. How long have you lived in the Acton/Agua Dulce region?**

0-4 years\_\_\_\_, 4-9 years\_\_\_\_, 10-19 years\_\_\_\_, 20-29 years\_\_\_\_, 30-39 years\_\_\_\_,  
40 or more years\_\_\_\_?

**14. What was the highest grade of school that you completed?**

☐ 8<sup>th</sup> Grade or less ☐ Some College or Trade School  
☐ Some High School ☐ College Graduate  
☐ High School Graduate ☐ Graduate or Professional Degree

**15. Are you employed:**

Full-time\_\_\_\_, Part-time\_\_\_\_, Homemaker\_\_\_\_, Retired\_\_\_\_, Unemployed\_\_\_\_?

**16. In which city/area is your home located?** \_\_\_\_\_

**Are you a:** Homeowner\_\_\_\_, Renter\_\_\_\_, Visitor\_\_\_\_?

**17. Are you:**

Single and never married\_\_\_\_, Divorced\_\_\_\_, Widowed\_\_\_\_, Married\_\_\_\_?

**18. How many people are in your household?**

Circle: 1 2 3 4 5 6 7 or more

**How many are children between the ages of:**

0-5\_\_\_\_, 6-9\_\_\_\_, 10-14\_\_\_\_, 15-19\_\_\_\_?

**19. Do you have access to a computer at home connected to the internet?**

☐ Yes ☐ Sometimes ☐ No

**20. Do you belong to any community organizations? If so, please list below.**

**APPENDIX B:**  
**COUNTY OF LOS ANGELES PUBLIC LIBRARY**  
**WRITTEN COMMUNITY SURVEY RESPONSES**

#### **A. Survey Results – Respondents Aged 15 and Older**

The following summarizes the findings of the 1,058 completed surveys received from respondents aged 15 and older. In some cases, the total equals 99% or 101% due to rounding.

##### **Question 1. When did you last use the Library Bookmobile?**

Within last week	7.7%
Within last 2 weeks	2.7%
Never	51.0%
Within last month	5.7%
Some months ago	8.3%
Within last year	4.6%
More than a year	19.6%
No response	0.4%

Adding together the responses from those who say they have never used the bookmobile with those who have not used it in more than a year, it should be noted that a large majority (70.6%) of the respondents are not making regular use of the existing bookmobile service.

This is a clear indication that the bookmobile service is inadequate to meet residents' needs.

##### **Question 2. Do you ever use the Library Bookmobile with your children?**

Yes	21.2%
No	24.6%
N/A	53.2%
No Response	1.0%

A majority (53.2%) of the respondents answered N/A. Approximately one-fifth of the respondents (21.2%) do use the bookmobile with their children.

##### **Question 3. If you do not use the Library Bookmobile, why?**

Inconvenient hours/schedule	22.2%
Too crowded	4.8%
Limited selection	13.7%
No internet/computer	4.6%

No disabled access	2.2%
Too far away	5.7%
Use a different library	23.5%
Miscellaneous	0.5%
No response	22.9%

The largest single reason (23.5%) given for not using the bookmobile is "Use a different library." Other common reasons are "Inconvenient hours/schedule" (22.2%) and "Limited selection" (13.7%).

Obviously residents must use other libraries because bookmobile service is inadequate. Residents want study space, computers, and more books than the bookmobile can provide.

**Question 4. What is the name(s) of the County or City Library you currently use?**

Acton/Agua Dulce Bookmobile (Los Angeles County)	5.6%
Canyon Country Jo Anne Darcy (Los Angeles County)	17.6%
Lancaster (Los Angeles County)	6.3%
Los Angeles County	5.1%
Newhall (Los Angeles County)	1.5%
City of Palmdale (City Jurisdiction)	39.0%
Santa Clarita (Los Angeles County)	3.9%
Valencia (Los Angeles County)	6.3%
Miscellaneous	5.0%
None	2.0%
No response	7.7%

The library used by the largest group of respondents (39.0%) is the City of Palmdale Library. The second largest group of respondents (17.6%) is currently using the Canyon Country Jo Anne Darcy Library. The miscellaneous category represents 46 other libraries, none of which received more than a one percent response.

**Question 5. In the library you listed above, check all of the relevant reasons for use of the library:**

Homework Assignments	17.4%
Elementary School	6.5%
Junior High School	5.3%
High School	11.8%
Homeschool	1.7%
College	2.8%
Internet computers	3.9%
Use books and magazines	18.4%
Request books from other libraries	7.1%
Library Programs	2.8%
Adult programs	1.5%
Children's programs	2.4%
Recreational reading	14.4%
Word processing computers	1.0%
Educational videos	0.1%
None of the above	0.2%
No response	2.8%

The most popular use of the library is for "Homework Assignments." When all of the responses related to homework assignments are added together, they total 45.5%. The second largest use category is "Use books and magazines" at 18.4%. The third most frequent answer was "Recreational reading" at 14.4%.

These findings support the communities' priority for service to children.

#### **Question 6. If you use a library rarely or not at all, why?**

Too far away	30.8%
Inadequate parking	1.9%
Owe fines to the library	1.9%
Telephone line busy-can't get through	0.9%
Too crowded	2.4%
I'm too busy	21.1%
Do not have materials I want	4.6%
Not open evening hours	6.0%
Not open Sunday	0.8%
Don't like to	2.0%
Prefer buying books	<0.1%
I don't use a library	<0.1%
No response	27.6%

The most frequent reason given (30.8%) was that a library was "Too far away."

When the closest library is miles away, it is difficult for residents to access, especially in the hot weather of summer and the rainy weather of winter.

**Question 7. During the past year, how many times have you gone to a bookstore to browse or purchase books?**

Not at all	9.0%
1 to 5 times	36.1%
6 to 10 times	24.0%
11 to 20 times	14.0%
21 times or more	10.2%
Don't know	4.8%
No response	1.9%

Adding together the responses from those who have visited a bookstore to browse or purchase books at least once in the past year, a large majority (84.3%) have done so. More than ten percent (10.2%) of survey respondents indicated that they went to a bookstore to browse or purchase books 21 times or more in the past year. Almost one fourth (24.2%) of the respondents indicated they went to a bookstore 11 or more times during the past year to browse or purchase books.

There are no bookstores in Acton and Agua Dulce. Residents must drive considerable distances to Santa Clarita, Palmdale, and Lancaster to visit a bookstore, and it requires a special effort.

**Question 8. How far do you travel to go to a bookstore?**

0 to 10 miles	21.3%
11 to 25 miles	54.8%
26 to 35 miles	8.5%
36 to 50 miles	1.4%
More than 50 miles	2.0%
None	0.4%
Not sure/Don't know	0.4%
No response	11.1%

The majority (54.8%) of survey respondents travel 11 to 25 miles to go to a bookstore. Over one-fifth (21.3%) of survey respondents travel 0 to 10 miles to go to a bookstore.

**Question 9. During the past year, how many books have you bought over the Internet?**

None	58.3%
1 to 5	23.9%
6 to 10	9.8%
11 or more	6.1%
No response	1.9%

The majority of survey respondents (58.3%) have not purchased any books over the Internet during the past year. Combining the responses of those who have purchased at least one book over the Internet in the past year, 39.8% of respondents have.

**Question 10. Which of the following do you use, or would you use? (Check all that apply)**

Business/career research	4.6%
Audio books	4.3%
CDs and/or audiotapes	5.1%
Fiction books	7.7%
Large type books or Braille material	0.7%
Non-English language books	0.9%
Non-fiction books	6.9%
Young adult books	3.5%
Videos (VCR, DVD)	5.4%
Children's books	3.6%
Preschool activities	1.2%
Children's programs	1.8%
General community information	2.8%
Homework/study center	4.2%
Interlibrary loan	1.7%
Magazines and newspapers	4.6%
Literacy help	0.9%
Educational & vocational training needs	2.4%
Personal information needs	5.3%
Meet with others	1.9%
Work-related information	2.3%
Programs and events for adults	1.7%
Adult education	1.7%
Reference assistance	3.2%
Copy machine	4.1%
Computers	2.6%
Meeting rooms	1.7%
Senior programs and information	1.0%
Government issued info/public notices	2.1%

Center for access to local history	2.3%
Genealogy	1.8%
Leisure reading	5.2%
Medical Research	<0.1%
Christian	<0.1%
None of the above	<0.1%
No response	0.8%

The categories of most interest to the survey respondents were: Fiction books (7.7%), Non-fiction books (6.9%), Videos (VCR, DVD) (5.4%), Personal information needs (5.3%), Leisure reading (5.2%), and CDs and/or audiotapes (5.1%).

These expressions of interest are reflected in the designation of current topics and titles as a priority service response for the library.

**Question 11. Are you: (female or male)?**

Female	61.3%
Male	36.3%
No response	2.5%

The majority of survey respondents are female.

**Question 12. Is your age:**

15 to 19	34.0%
20 to 24	1.1%
25 to 35	5.2%
36 to 44	19.3%
45 to 54	17.5%
55 to 64	10.5%
65 and over	7.1%
No response	5.3%

The largest group of survey respondents are 15 to 19 years of age.

**Question 13. How long have you lived in the Acton/Agua Dulce region?**

0 to 4 years	20.0%
4 to 9 years	27.4%
10 to 19 years	38.7%
20 to 29 years	7.6%
30 to 39 years	2.1%



40 or more years	1.5%
No response	2.6%

More than one-third (38.7%) of survey respondents have lived in the Acton/Agua Dulce region for 10 to 19 years.

Responses indicate that most of the population has come in the past 20 years.

**Question 14. What was the highest grade of school that you completed?**

8 <sup>th</sup> Grade or less	4.4%
Some High School	3.1%
High School Graduate	8.9%
Some College or Trade School	24.8%
College Graduate	17.4%
Graduate or Professional Degree	9.6%
N/A	29.4%
No response	2.4%

Almost one-fourth (24.8%) of the respondents have completed some college or trade school. Almost one-tenth (9.6%) of the respondents indicated they have a graduate or professional degree, and 17.4% indicated they had graduated from college. Combining these two responses, 27% of the survey respondents have a college, graduate, or professional degree.

This level of educational attainment indicates a well-educated community that values learning, culture, etc.

**Question 15. Are you employed?**

Full-time	27.9%
Part-time	11.6%
Homemaker	10.2%
Retired	10.5%
Unemployed	6.7%
N/A	29.6%
No response	3.4%

More than one-fourth (29.6%) of the respondents indicated N/A; this may reflect the large number of survey respondents who are still in high school. More than one-fourth (27.9%) of the respondents are employed full-time.

**Question 16a. In which city/area is your home located?**

Acton	57.3%
Agua Dulce	25.4%
Palmdale	1.7%
Miscellaneous	2.1%
No response	13.5%

The majority of survey respondents (57.3%) are Acton residents. Agua Dulce residents make up the second largest group of survey respondents at 25.4%. The third largest group (1.7%) is Palmdale. Twenty-three other areas were represented, although none of these received more than one percent of the responses. This group, totaling 2.1%, is represented above in the miscellaneous category.

Since the population of Acton is larger than the population of Agua Dulce, it is understandable that more of the respondents are Acton residents.

**Question 16b. Are you a?**

Homeowner	75.7%
Renter	9.5%
Visitor	3.3%
No response	11.6%

The vast majority of respondents (75.7%) are homeowners, while just 9.5% are renters. Slightly more than 3% of the respondents indicated they were visiting the area, and are not current residents.

Homeowners are very committed to the life of the community.

**Question 17. Are you?**

Single and never married	10.5%
Divorced	6.0%
Widowed	2.7%
Married	47.6%
N/A	29.9%
No response	3.3%

Nearly half of the respondents (47.6%) are married, and just 10.5% are single and have never been married. Nearly 9% of the respondents are either divorced or widowed.

The responses are indicative of a community of families.

**Question 18a. How many people are in your household?**

1	4.4%
2	20.7%
3	13.7%
4	22.5%
5	21.9%
6	5.9%
7 or more	6.3%
No response	4.5%

Households with 2 to 5 people represent 78.8% of the respondents.  
Just 4.4% of respondents live alone.

**Question 18b. How many are children between the ages of:**

0 to 5	13.7%
6 to 9	14.7%
10 to 14	27.6%
15 to 19	27.4%
20+	0.1%
None	0.7%
No response	15.9%

More than four-fifths (83.4%) of the respondents indicated that there is at least one child between the ages of 0 to 19 in the household.

The responses validate the community's emphasis on children.

**Question 19. Do you have access to a computer at home connected to the Internet?**

Yes	80.7%
Sometimes	6.6%
No	10.0%
No response	2.7%

Combining the answers of "Yes" and "Sometimes," a very large majority (87.3%) of survey respondents indicated they have Internet access at home, either at all times or occasionally. Only 10.0% of survey respondents indicated they have no Internet access at home.

Since the majority of respondents have access to Internet at home, this will enable them to access the online catalog from home and place reserves on items that are not currently available at the Acton/Agua Dulce Library. It should also be noted that even though residents have Internet access at home, it does not mean that they have the skills necessary to locate and evaluate electronic information. Therefore, the expertise of the library staff in teaching these skills will be of value to students and many adults.

**Question 20. Do you belong to any community organizations?**

Approximately 14.6% of respondents answered "No," indicating that they do not belong to any community organizations, and 45.1% had no response. Of those responding affirmatively, these respondents listed over 72 organizations or activities. The top 15 organizations and activities listed by the respondents, in descending order, are:

Acton and Agua Dulce Women's Clubs  
Lions Club  
Churches  
Civic Associations  
4-H Club  
Acton Community Center  
Acton and Agua Dulce Chambers of Commerce  
Boy Scouts  
Girl Scouts  
Seniors Club  
Parent/Teacher Associations (PTSO, PTO)  
High Desert Garden Club  
Renegade Colt  
Sports  
Boosters Club/Agua Dulce

Organizations associated with children or community service were frequently mentioned by survey respondents. Organizations such as those listed by survey respondents should be encouraged to use the community meeting room and perhaps partner with the library to present programs of interest to the community at large.

**B. Respondents Aged 5 to 14 Years Old**

Of the 1,802 total completed surveys received, 41.3%, or 744 surveys, were from children aged 5 to 14.

The key findings were:

- 83.3% of the respondents indicated that they have Internet access at home, either at all times or occasionally.
- 60.3% of the respondents have never used the bookmobile or have not used it in the past year.
- 49.2% of the respondents indicated that they used the library for homework assignments.
- 33.4% of the respondents indicated that they use a library rarely or not at all because "I'm too busy."
- 31.6% of the respondents cited "use a different library" as the reason for not using the library bookmobile.
- 21.6% of the respondents indicated that they use a library rarely or not at all because the library is "too far away."

These responses would appear to indicate the bookmobile does not meet the needs of the children aged 5 to 14 who responded to the survey. Some (49.2%) use a library for homework, and almost a third (31.6%) indicate that they "use a different library" instead of using the bookmobile. Only 20.6% indicated they had used the bookmobile within the past month.

The following summarizes the responses of the 744 completed surveys received from respondents aged 5 to 14 years old. In some cases, the total equals 99% or 101% due to rounding.

**Question 1. When did you last use the Library Bookmobile?**

Within last week	9.6%
Within last 2 weeks	3.4%
Never	39.9%
Within last month	7.6%
Some months ago	12.0%
Within last year	6.4%
More than a year	20.4%
No response	0.7%

Adding together the responses from those who say they have never used the bookmobile (39.9%), with those who used it more than a year ago (20.4%), it should be noted that a majority (60.3%) of the respondents are not making regular use of the existing bookmobile service.

Obviously, this age group needs a library in the community. Bookmobile service is not adequate to meet their needs.

**Question 2. Do you ever use the Library Bookmobile with your children?**

This question not applicable to this age group.

**Question 3. If you do not use the Library Bookmobile, why?**

Inconvenient hours/schedule	16.7%
Too crowded	3.5%
Limited selection	11.8%
No internet/computer	3.1%
No disabled access	3.3%
Too far away	8.7%
Use a different library	31.6%
Don't want to	0.1%
Didn't know	1.9%
Don't know when it comes	0.8%
No response	18.6%

The most common reason (31.6%) given by survey respondents for not using the bookmobile was "Use a different library." Other common reasons were "Inconvenient hours/schedule" (16.7%) and "Limited selection" (11.8%).

**Question 4. What is the name(s) of the County or City Library you currently use?**

Acton/Agua Dulce Bookmobile (Los Angeles County)	4.5%
Acton School Library	5.3%
Barnes and Noble Bookstore	1.8%
Canyon Country Jo Anne Darcy (Los Angeles County)	14.2%
High Desert School Library	2.8%
Lancaster (Los Angeles County)	4.2%
Los Angeles County	4.2%
City of Palmdale (City Jurisdiction)	43.3%
Sanla Clarita (Los Angeles County)	5.7%
Valencia (Los Angeles County)	4.7%
Miscellaneous	6.5%
No response	2.8%

The library used by most (43.3%) of the survey respondents is the Palmdale Library. The Canyon Country Jo Anne Darcy Library is used by 14.2% of survey respondents. The miscellaneous

category represents 44 other libraries, none of which received more than a one percent response.

**Question 5. In the library you listed above, check all of the relevant reasons for use of the library:**

Homework Assignments	20.5%
Elementary School	12.2%
Junior High School	11.3%
High School	2.0%
Homeschool	1.3%
College	1.9%
Internet computers	6.6%
Use books and magazines	14.0%
Request books from other libraries	4.0%
Library Programs	2.5%
Adult programs	1.8%
Children's programs	4.2%
Recreational reading	10.8%
Word processing computers	2.9%
None of the above	<0.1%
No response	4.1%

The most popular use of the library is for "Homework Assignments." When all homework assignment responses are combined, they collectively become the largest group, with 49.2%. The second largest use category is "Use books and magazines" at 14.0%. The third largest use category is "Recreational reading" at 10.8%.

**Question 6. If you use a library rarely or not at all, why?**

Too far away	21.6%
Inadequate parking	2.8%
Owe fines to the library	4.5%
Telephone line busy-can't get through	1.2%
Too crowded	3.9%
I'm too busy	33.4%
Do not have materials I want	6.9%
Not open evening hours	5.7%
Not open Sunday	<0.1%
Don't like to	<0.1%
Prefer buying books	0.1%
I don't use a library	0.2%
No response	19.7%

The most frequent reason given (33.4%) was that the respondent was too busy.

Approximately one-fifth of survey respondents (21.6%) said a library is too far away. This supports the need for a library within the community.

**Question 7. During the past year, how many times have you gone to a bookstore to browse or purchase books?**

Not at all	15.0%
1 to 5 times	8.6%
6 to 10 times	31.4%
11 to 20 times	11.5%
21 times or more	8.6%
Don't know	21.9%
No response	3.0%

Adding together the responses from those who have visited a bookstore to browse or purchase books at least once in the past year, a majority (60.1%) have done so. Fifteen percent of respondents said they haven't gone to a bookstore in the past year.

**Question 8. How far do you travel to go to a bookstore?**

0 to 10 miles	22.1%
11 to 25 miles	58.4%
26 to 35 miles	5.9%
36 to 50 miles	0.7%
More than 50 miles	1.1%
Not sure/Don't know	0.1%
No response	11.7%

The majority (58.4%) travel between 11 and 25 miles to go to a bookstore, and 66.1% of survey respondents travel 11 or more miles to go to a bookstore.

These responses indicate that residents drive some distance to a bookstore. This indicates that there is a need for a library within the community.

**Question 9. During the past year, how many books have you bought over the Internet?**

None	73.9%
------	-------



1 to 5	16.0%
6 to 10	2.6%
11 or more	4.9%
No response	2.4%

The majority of survey respondents (73.9%) have not purchased any books over the Internet during the past year. This is to be expected, because these survey respondents are all between the ages of 5 and 14. Combining the responses of all survey respondents who have purchased at least one book over the Internet in the past year, 23.7% of respondents have done so.

**Question 10. Which of the following do you use, or would you use?  
(Check all that apply)**

Business/career research	2.1%
Audio books	3.7%
CDs and/or audiotapes	5.6%
Fiction books	10.4%
Large type books or Braille material	1.0%
Non-English language books	1.3%
Non-fiction books	7.7%
Young adult books	5.2%
Videos (VCR, DVD)	6.8%
Children's books	6.5%
Preschool activities	1.4%
Children's programs	3.2%
General community information	1.3%
Homework/study center	6.0%
Interlibrary loan	1.1%
Magazines and newspapers	5.1%
Literacy help	0.7%
Educational & vocational training needs	1.5%
Personal information needs	3.4%
Meet with others	2.3%
Work-related information	1.2%
Programs and events for adults	0.9%
Adult education	1.1%
Reference assistance	1.8%
Copy machine	3.4%
Computers	5.1%
Meeting rooms	1.1%
Senior programs and information	0.6%
Government issued info/public notices	0.8%
Center for access to local history	1.7%
Genealogy	0.9%

Leisure reading	4.0%
No response	1.1%

The categories of most interest to the survey respondents were: Fiction books (10.4%), Non-fiction books (7.7%), Videos (VCR, DVD) (6.8%), Children's books (6.5%), Homework/study center (6.0%), and CDs and/or audiotapes (5.6%).

These responses indicate that current topics and titles is one of the service response that will meet the needs of children aged 5 to 14. The responses also indicate that the Community Learning Center will meet a need of children.

**Question 11. Are you: (female or male)?**

Female	55.3%
Male	42.3%
No response	2.4%

The majority of survey respondents are female.

**Question 12. Is your age:**

5 to 14	100.0%
15 and over	0.0%

All of the respondents in this group are between the ages of 5 and 14.

**Question 13. How long have you lived in the Acton/Agua Dulce region?**

0 to 4 years	32.9%
4 to 9 years	35.7%
10 to 19 years	25.4%
20 to 29 years	0.0%
30 to 39 years	0.0%
40 or more years	0.0%
No response	6.0%

Since all of the survey respondents were between the ages of 5 and 14, it would not have been possible for any of them to have lived in the area for 20 or more years. The most frequent response (35.7%) to this question was 4 to 9 years.

**Question 14. What was the highest grade of school that you completed?**

This question not applicable to this age group.

**Question 15. Are you employed?**

This question not applicable to this age group.

**Question 16a. In which city/area is your home located?**

Acton	48.7%
Agua Dulce	21.9%
Palmdale	3.1%
Miscellaneous	2.1%
No response	24.2%

The largest percentage of respondents (48.7%) is Acton residents. Agua Dulce residents make up the second largest group at 21.9%. The third largest group (3.1%) is Palmdale.

Since the population of Acton is larger than the population of Agua Dulce, it is understandable that more of the respondents are Acton residents.

**Question 16b. Are you a?**

This question not applicable to this age group.

**Question 17. Are you?**

This question not applicable to this age group.

**Question 18a. How many people are in your household?**

1	0.0%
2	4.9%
3	11.2%
4	33.7%
5	21.6%
6	10.4%
7 or more	12.8%
No response	5.5%

The most common response (33.7%) was a household size of 4 people, and 71.4% of the respondents live in households with 2 to 5 people.

Since the majority of respondents live in households with 4 or more people, it is probable that two or more family members would come to the library at the same time. This is one of the reasons that the number of reader seats needs to exceed the minimum guideline.

Consideration should also be given to planning programs that could be attended by families, or by children of different ages.

**Question 18b. How many are children between the ages of:**

0 to 5	15.5%
6 to 9	27.2%
10 to 14	38.0%
15 to 19	13.5%
No response	5.9%

More than a third (38.0%) of survey respondents indicated at least one child, age 10 to 14, lived in the household. More than a fourth (27.2%) of survey respondents indicated that at least one child, age 6 to 9, lived in the household.

**Question 19. Do you have access to a computer at home connected to the Internet?**

Yes	74.5%
Sometimes	8.8%
No	14.1%
No response	2.6%

Combining the answers of "Yes" and "Sometimes," a very large majority (83.3%) of survey respondents indicated they have Internet access at home, either at all times or occasionally. Only 14.1% of survey respondents indicated they have no Internet access at home.

**Question 20. Do you belong to any community organizations?**

One-fourth (25.5%) of survey respondents answered "No," indicating that they do not belong to any community organizations, and 46.9% of those surveyed had no response. Of those responding affirmatively, the respondents listed over 46 organizations or activities they either belong to or are associated

with. Some of the organizations listed are not children's groups. In some cases, it appears children listed their volunteer activities. The sixteen most frequently mentioned organizations or activities listed by the respondents, in descending order, are:

Sports/Sierra Youth Sports  
Girl Scouts  
Boy Scouts  
Cub Scouts  
4-H  
PTO/PTSO/PTA  
Acton and Agua Dulce Women's Clubs  
Basketball  
Book Clubs  
Churches  
Baseball/Softball/Travelball  
Boosters Club/Agua Dulce  
Hand Balls  
Renegade Colt  
Retirement Center  
Soccer

The organizations that children ages 5 to 14 listed tended to be sports related, scouts or 4H. These interests should be kept in mind when selecting materials for the collection and when planning programs for children in this age group.

**APPENDIX C:**  
**COUNTY OF LOS ANGELES PUBLIC LIBRARY**  
**SUMMARY OF FOCUS GROUP COMMENTS**

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups	SUM	COMMENTS						
2	THAT RECOMMENDED SERVICES									
3	Focus Groups:									
4	1 Seniors									
5	2 Homeless									
6	3 Clubs Groups (Tennis, Golf, School Bd, Etc.)									
7	4 Community									
8	Elementary Schools									
9	5 Action Elementary (3-6)									
10	6 Agnes Dulce Elementary (K-6)									
11	7 Meadowbank Elementary (K-2)									
12	8 High Desert (7-8 grades) - 15 children + principal									
13	9 High School (9-12)									
14	10 School PTA's & Booster Clubs									
15	11 Religious Organizations									
16	12 Youth Organizations									
17	13 Service Organizations & Clubs									
18	14 School Board of Trustees									
19	15 Teachers									
20										
21	COLLECTIONS		4							
22	Periodical/Magazine/Newspapers									
23	High Desert	1								
24	Seniors	1								
25	Vasquez	1								
26	Action Elementary	1								
27										
28	Adventure		1							
29	High Desert	1								
30										
31	Animal/Animal Husbandry		4							
32	High Desert	1								
33	Homeschool	1								
34	Meadowbank Elementary	1								
35	Action Elementary	1								
36										

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for service	SUM	COMMENTS						
37	Art		1							
38	Teachers	1								
39										
40	Astronomy		3							
41	Youth	1		Boy Scout badges						
42	Seniors	1								
43	Civic	1								
44										
45	Biography		1							
46	Action Elementary	1								



ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 INTO JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS									
2	THAT RECOMMENDED SERVICES									
47			SUM	COMMENTS						
48	Biology		1							
49	Homeschool	1								
50										
51	Child Development		1							
52	Vasquez	1								
53										
54	Children		3							
55	Agua Dulce Elementary	1								
56	Action Elementary	1								
57	Homeschool	1								
58										
59	Consumer Information		2							
60	Homeschool	1								
61	Seniors	1								
62										
63	Enthymology		1							
64	Middle/High Elementary	1								
65										
66	Fantasy		1							
67	Vasquez	1								
68										
69	Fiction		2							
70	Teachers	1								
71	High Desert	1								
72										
73	Film, History of		1							
74	Vasquez	1								
75										
76	Folklore		1							
77	Vasquez	1								
78										
79	Forestry		1							
80	Youth	1								
				Boy Scout badges						

ACTON/VAGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Service	SUM	COMMENTS						
81										
82	Genealogy		1							
83	Home school	1								
84										
85	Geology		4							
86	Cafe	1		Needed by Cub Scouts						
87	Meadowlark Elementary	1		Earth books						
88	Youth	1		Boy Scout badges						
89	Teachers	1		Volcano/Mountain formations						
90										
91	History		2							
92	Meadowlark Elementary	1								
93	Teachers	1								
94										
95	Home Improvement (do it yourself)		1							
96	Religious	1								
97										
98	Languages		2							
99	Home school	1		Children of all ages interested in German, French, Spanish, Latin						
100	Agua Dulce Elementary	1								
101										
102	Large-print Books		1							
103	Seniors	1		eyeglass problems						
104										
105	Local History/Oral History		3							
106	Seniors	1		oral histories, Indian archaeological						
107	Cave	1		endangered species in Santa Clara River/Alamo Adennis History of Acton/needed by Cub Scouts						
108	Youth	1								
109										
110	Mysteries		1							
111	High Desert	1								
112										
113	Mythology		1							
114	Meadowlark Elementary	1		Unknowns						

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS									
2	THAT RECOMMENDED SERVICES	Groups for Service	SUM	COMMENTS						
115										
116	Natural Science		2							
117	Civic	1		Needed by Cub Scouts						
118	Youth	1		Boy Scout badges						
119										
120	Reference		3							
121	Meadowbrook Elementary	1		Dictionaries						
122	Vasquez	1		Occasional reference literature available						
123	Teachers	1		Encyclopedia large selection of reference material						
124										
125	Religion		1							
126	Religion	1								
127										
128	Science		5							
129	Meadowbrook Elementary	1		Actual situation						
130	Acton Elementary	1								
131	Homeschool	1								
132	Teachers	1								
133	Agua Dulce Elementary	1								
134										
135	Salience Flinton		1							
136	Vasquez	1								
137										
138	Social Science									
139	Meadowbrook Elementary	1								
140										
141	Sports		3							
142	Acton Elementary	1								
143	High Desert	1		For girls as well as boys						
144	Homeschool	1								

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS									
2	THAT RECOMMENDED SERVICES		SUM	COMMENTS						
145										
146	Young Adult (Pre-teens/Teens)		4							
147	High Desert	1								
148	Homeschool	1								
149	Vasquez	1								
150	Teachers	1								
151										
152	Comdo Books		2							
153	Action Elementary	1								
154	Homeschool	1								
155										
156	Musio CDs		8							
157	Teachers	1								
158	Chvr	1								
159	High Desert	1								
160	Homeschool	1								
161	Vasquez	1								
162	Action Elementary	1								
163	Community	1								
164	Meadowdale Elementary	1								
165										
166	Books on Tape		5							
167	Seniors	1								
168	Agua Dulce Elementary	1								
169	Homeschool	1								
170	Vasquez	1								
171	Action Elementary	1								
172										
173	Current Information		1							
174	Seniors	1								
175										
176	Toys		2							
177	Meadowdale Elementary	1								
178	Action Elementary	1								

ACTONVAGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups	SUM	COMMENTS						
2	THAT RECOMMENDED SERVICES	for Service								
179										
180	Games		7							
181	Agua Dulce Elementary	1		chess						
182	Action Elementary	1		ping pong, pool, bubble chess, Jeopardy/Computer games/Educational games/puzzles/Bored games/Hong						
183	High Desert	1		computer/Games Day/Connect 4: poetry, art, etc.						
184	Homeschool	1		Video educational games on PCs for kids/Games Day/Phone games						
185	Woodlark Elementary	1		Game room with Uno, Scrabble, Monopoly, Life, Guess Who, Candy Land, Shoots & Ladders, Big Game Puz						
186	Vanquize	1		Chess/Pool						
187	Teachers	1		Video game room						
188										
189	Science Equipment		2							
190	Action Elementary	1		Microscopes						
191	Homeschool	1								
192										
193	Government Information		1							
194	Seniors	1		social services/MS/DNA/ET/Books of bldg & development documents/senior services/senior outreach						
195										
196	Video/DVD/Film		8							
197	Seniors	1		old movies/Some no longer able to read anymore						
198	High Desert	1		Action, scary, teen, comedy, PG-13						
199	Homeschool	1		Much educational materials in all media/Show film w/communitary for young people						
200	Woodlark Elementary	1		Real homes						
201	Vanquize	1								
202	Youth	1		Little League film on how to hit & bat for 6-7 year olds/research rules on how to play a variety of sports						
203	Action Elementary	1		Nancy Drew						
204	Teachers	1								
205										
206	Software		1							
207	Vanquize	1		Video/Video games/Photo design/Excel/Microsoft Word/Power Point/Microsoft Office/Photo shop/Audob						
208										
209	SERVICES									
210	Book Delivery for Seniors		2							
211	Community	1		Lib's community service, includes mail delivery						
212	Youth	1								

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups for Service	SUM	COMMENTS						
2	THAT RECOMMENDED SERVICES									
213										
214	Computer printers/Color Printers/Scanners		1							
215	Teachers	1								
216										
217	Fax Machines		1							
218	Teachers	1								
219										
220	Hours		4							
221	Action Elementary	1								
222	On-site	1								
223	Homestead	1								
224	Youth	1								
225										
226	Online Public Access Catalog		2							
227	High Desert	1								
228	Action Elementary	1								
229										
230	Photocopy machines		2							
231	Action Elementary	1								
232	Teachers	1								
233										
234	Public telephone		1							
235	High Desert	1								
236										
237										
238	Self Check-out		1							
239	High Desert	1								
240										
241	Typewriters		1							
242	Teachers	1								

ACTON/VAGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 THRU JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups for Service								
2	THAT RECOMMENDED SERVICES		SUB	COMMENTS						
243										
244	PROGRAMS									
245	Career Center		4							
246	Seniors	1								
247	Chico	1								
248	High Desert	1								
249	Vaquero High	1								
250										
251	Children's Services									
252	Start and Programs		12							
253	Seniors	1								
254	Agua Dulce Elementary	1								
255	Acton Elementary	1								
256	Chico	1								
257	High Desert	1								
258	Homeschool	1								
259	Mendocino Elementary	1								
260	Religious	1								
261	Youth	1								
262	Religious	1								
263	Vaquero	1								
264	Teachers	1								
265										
266	(Special Children's Groups):									
267	Chess									
268	Poetry									
269	Writing									
270	Plays									
271	Drama									
272	Science Fair									

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS									
2	THAT RECOMMENDED SERVICES									
273										
274	Teacher Recommendations for Children's Programs:									
275	Children's reading clubs									
276	Summer programs									
277	Tutoring									
278	Homework help									
279	Cross-age readers									
280	Parenting programs									
281										
282	Computer Center (includes Internet)		11							
283	Seniors	1								
284	PTO	1								
285	Acton Elementary	1								
286	Chloe	1								
287	High Desert	1								
288	Homeschoolers	1								
289	Meadowbrook Elementary	1								
290	Vasquez	1								
291	Agua Dulce Elementary	1								
292	Community	1								
293	Teachers	1								
294										
295	Distance Learning		2							
296	Vasquez	1								
297	Community	1								
298										
299	General Programs		6							
300	Seniors	1								
301	PTO	1								
302	Chloe	1								
303	Homeschool	1								
304	Youth	1								
305	Community	1								
306										



ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Service	SUM	COMMENTS						
307	Homework Center		8							
308	High Desert	1		With textbooks						
309	Homeschool	1		For research papers						
310	Meadowdale Elementary	1								
311	Religious	1								
312	Vasquez	1		Study groups						
313	Acton Elementary	1								
314	Community	1		Substitute teachers willing to work in						
315	Teacher	1		Many parents work out of town. Principal received 3 phone calls from parents whose children needed no						
316										
317	Learning Disabled Assistance		1							
318	Services	1								
319										
320	Literacy Program		2							
321	Community	1		Literacy training for tutors						
322	Teacher	1		90% of ESL students attend if you schedule the adults, you educate the children.						
323										
324	Schools Joint-use									
325	Acton Elementary	1		Internet access/Accelerated Reading						
326	Vasquez	1		Joint Venture with Schools/Tutor.com						
327	Vasquez	1		School lacks multimedia capabilities/Every seat cable ready/PC-laptops need Internet access/Join V						
328	Vasquez High	1		Trade school/Other occupational/Used Venture with schools						
329	Agua Dulce Elementary	1		Accelerated Reading program						
330	Community	1		Visible for Accelerated Reading program/Because of lack in schools, students have difficulty complet						
331	*See Yamahiro Community minutes for joint venture paragraph									
332	Teacher	1		A very important part of the educational process is to teach students how to do research, take notes, an						
333	Vasquez High	1		Trade school/Other occupational/Join Venture with schools						
334										
335	*Grades 4th-8th received a technology grant at Acton Elementary. However, the funding keeps getting "deferred" so money has not been spent									
336	for technology projects. Also, there is currently no computer teacher so hours of use are very limited and assistance for students is nonexistent									
337	Therefore, there is a need for computers, wiring, and technology in the schools. Currently in Acton there is one computer classroom with no									
338	Internet access and Agua Dulce has two computer classrooms with Internet access. However, it was stated that to expand connections at both schools									
339	is a problem because the schools are "old" with old wiring.									
340										

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS									
2	THAT RECOMMENDED SERVICES									
341	Seniors		3	COMMENTS						
342	Chc	1								
343	Community	1								
344	Seniors	1								
345	Teach, Improve Learning Environment, provide for accessing information for research		7							
346	Seniors	1								
347	Community	1								
348	Agua Dulce Elementary	1								
349	Chc	1								
350	Vasquez	1								
351	Youth	1								
352	Teachers	1								
353	(Teacher)	1								
354	Tutoring Program (see room description for more info)		7							
355	Homestead	1								
356	High Desert	1								
357	Chc	1								
358	Seniors	1								
359	Vasquez	1								
360	Youth	1								
361	Action Elementary	1								
362	Volunteers		11							
363	Seniors	1								
364	Community	1								
365	Agua Dulce Elamen	1								
366	High Desert	1								
367	Vasquez High	1								
368	Mesquite Elementary	1								
369	Religious	1								
370	Vasquez High	1								
371	Youth	1								
372	Action Elementary	1								
373	PTO	1								
374										

ACTON/AGUA DULCE PUBLIC LIBRARY • SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 THRU JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Service	SUM	COMMENTS						
375			7							
376	Young Adults (Pre-teens/Teens)									
377	Community	1								
378	High Desert	1								
379	Home school	1								
380	Religious	1								
381	Vasquez	1								
382	Youth	1								
383	Religious	1								
384										
385	FACILITIES									
386	Coffee/tea house		7							
387	Seniors	1		Starbucks						
388	Chico	1		Coffee Bean/Indoor-outdoor coffee cart or...						
389	High Desert	1		Coffee, hot chocolate, smoothies/venting machines with drinks & food						
390	Vasquez	1		Food & drink						
391	Youth	1		Teen Room like Huntington Library						
392	Acton Elementary	1		Local mochas/Smoothies/food						
393	Teachers	1		Vending machines/snack shop						
394			10							
395	Children's Room									
396	Seniors	1								
397	Vasquez	1								
398	Home school	1								
399	Chico	1								
400	Agua Dulce Elementary	1								
401	PTO	1								
402	Acton Elementary	1								
403	Meadowdale Elementary	1								
404	High Desert	1								
405	Youth	1								
406										
407	Children's Lounge Area		1							
408	Seniors	1								

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups	SUM	COMMENTS						
2	THAT RECOMMENDED SERVICES									
409										
410	Children's Story Hour for 20		4							
411	Civic	1								
412	Youth	1								
413	Needham Elementary	1								
414	Religious	1								
415										
416	Small Conference Room for 20		6							
417	Public Meetings & Group Study									
418	Action Elementary	1								
419	Civic	1								
420	Homebased	1								
421	Vasquez	1								
422	Youth	1								
423	Teacher	1								
424										
425	Community Bulletin Board		3							
426	Civic	1								
427	High Desert	1								
428	Youth	1								
429										
430	Community Meeting Room for 150		6							
431	Action Elementary	1								
432	Civic	1								
433	Homebased	1								
434	Seniors	1								
435	Vasquez	1								
436	Youth	1								
437										
438	Community Room Kitchenette		1							
439	Civic	1								
440										
441	Division between different age and activity groups		1							
442	Seniors	1								

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Service	SUM	COMMENTS						
443			6							
444	Exhibits									
445	Seniors	1								
446	PTO	1								
447	Civic	1								
448	High Desert	1								
449	Action Elementary	1								
450	Civic	1								
451			7							
452	Friends Bookstore/Gift Store/Storage/Processing									
453	Seniors	1								
454	Community	1								
455	High Desert	1								
456	PTO	1								
457	Civic	1								
458	Vasquez	1								
459	Action Elementary	1								
460			8							
461	Group Study Room for 8									
462	Civic	1								
463	High Desert	1								
464	Homestead	1								
465	Seniors	1								
466	Vasquez	1								
467	Youth	1								
468	Action Elementary	1								
469	Teachers	1								
470			3							
471	Local History Room									
472	Civic	1								
473	Homestead	1								
474	Youth	1								

ACTON/VAGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Services	SUM	COMMENTS						
476	Quiet Reading Area (refineplace)		4							
476	Chic	1								
477	Seniors	1								
478	Vasquez	1								
479	Acton Elementary	1								
480	Student Study Area/Informal Reading Area		5							
481	High Desert	1								
482	Homeschool	1								
483	Vasquez	1								
484	Acton Elementary	1								
485	Teachers	1								
486	Tutoring Area(s) for 2 or 3 people		8							
487	High Desert	1								
488	Homeschool	1								
489	Chic	1								
490	Seniors	1								
491	Vasquez	1								
492	Youth	1								
493	Acton Elementary	1								
494	Teachers	1								
495	Museum		3							
496	Chic	1								
497	Youth	1								
498	Acton Elementary	1								
499	Musical Listening/view movies & TV/Listen Books on Tape		9							
500	Seniors	1								
501	Chic	1								
502	High Desert	1								
503	Homeschools	1								
504	Vasquez	1								
505	Acton Elementary	1								
506	Community	1								
507	Meadowbrook Elementary	1								
508	Teacher	1								

**ACTION/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 THRU JANUARY 25, 2003**

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Service	SUM	COMMENTS						
509	Technology including video conferencing, multimedia, etc.		7							
510	Civic	1		plug-ins for Internet access & laptop hook-up at each room						
511	High Desert	1		Computer access for everyone						
512	Civic	1								
513	Vasquez	1		School lacks multimedia capabilities. Every seat cable ready. PC-laptops need Internet access. Joint Ver						
514	Youth	1		Seating w/laptop access						
515	Homeschool	1		Computers hooked-up to Internet						
516	Teachers	1	8							
517	Outdoor Reading Area/Courtyard									
518	Seniors	1		emph. if water/patio to read, play chess, natural sciences for the scouts						
519	Agua Dulce Elementary	1		outdoor area w/ sports/petting zoo						
520	Agua Dulce Elementary	1		science petting zoo/OB/S science experiments						
521	Agua Dulce Elementary	1		Live jazz/Astronomy/Outdoor coffee house/Small scale agriculture enterprises						
522	Civic	1		Summer Nights/multisport/Annual Nuboundary area as part of library						
523	Homeschool	1		Amphitheater for animal show & sell						
524	Religious	1		Outdoor study or didn't have to be quiet						
525	Vasquez	1								
526	Youth	1	1							
527	Young Adult/Teen Room	1								
528	Vasquez	1								
529										
530	ROLE									
531	Books		4							
532	Civic	1		No bookshelves in town						
533	High Desert	1		Need a library in the community						
534	Youth	1		Homeschoolers want bookshelves fashioned library						
535	Agua Dulce Elementary	1								
536	Community Ctr (Social Venue) for Adults		6							
537	Civic	1		a commons area where people can just drop in						
538	High Desert	1		Library will bring town together						
539	Homeschool	1		Library serve as community commons						
540	Seniors	1		Area needed in common area/ASHGON: Library as keystone for town center w/library, recreation						
541	Vasquez	1		Library will bring the community together						
542	Community	1		There was a very strong feeling from everyone that the library needs to be a gathering place and a cultu						

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 INTO JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Service	SUM	COMMENTS						
543										
544	Community Ctr (Social Venue) for Children/Young Adults		6							
545	Seniors Community	1								
546										
547	Agua Dulce Elementary	1								
548	Agua Dulce Elementary	1								
549	High Desert	1								
550	Vasquez	1								
551										
552	CURRENT PROBLEMS									
553	No library, distance to other libraries causes									
554	extremely difficult access		3							
555	Seniors	1								
556	PTO	1								
557	Divic	1								
558	Transportation		3							
559	Agua Dulce Elementary	1								
560	Divic	1								
561	Community	1								
562										
563	CONCERNS									
564	Site		4							
565	Seniors	1								
566	Divic	1								
567	Vasquez	1								
568	Agua Dulce Elementary	1								
569	Filtering Internet		1							
570	Religious	1								
571										
572	ARCHITECTURAL FEATURES									
573	Access		2							
574	Divic	1								
575	School Board	1								
576										



ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS									
2	THAT RECOMMENDED SERVICES		SUM	COMMENTS						
577	Additional-Future		1							
578	Religious	1		Plan for						
579										
580	Ambiance		6							
581	Vasquez	1		Like Barnes & Noble/No teape/soft colors/interior important						
582	Seniors	1		Like Barnes & Noble/Light, lots of windows						
583	Youth	1		Overwhelming sense of history the moment you step in the door of the library						
584	Action Elementary	1		Like Barnes & Noble						
585	PTO	1		Live Borders						
586	High Desert	1		Like Barnes & Noble						
587										
588	Architectural Style		3							
589	Home school	1		Appropriate to area/Old West whitewashing post						
590	Chic	1		Old West whitewashing post						
591	Vasquez	1		No western style/less dark/neutral lots of light, more like Barnes & Noble						
592										
593	Artwork									
594										
595	Mural		3							
596	Meadowmark	1								
597	Services	1		Historical photos like San Valley Library						
598	Youth	1		Indoors & in outdoor area						
599										
600	Sculpture		1							
601	Meadowmark Elementary	1		Statue of animal in front of building						
602	Blended Glass	1								
603	Seniors	1		Include work by local artists						
604	Bathrooms		1							
605	Homestead	1		Electronic Access for safety/Separate, non-pendler for children						
606										
607	Children's Room									
608	Overall Design		1							
609	Agua Dulce Elementary	1		Children like Children's rooms with different sections w/special seating, like a dragon and a teddy bear						
610										

ACTON/WAGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 THRU JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups for Service	SUM	COMMENTS						
2	THAT RECOMMENDED SERVICES									
611	Special Fundraising for Children		5	Flooring, former Driveway driveway, trail for children to follow						
612	PTO	1								
613	Acton Elementary	1								
614	Agua Dulce Elementary	1								
615	Civic	1								
616	Meadowbrook Elementary	1								
617										
618	Community Meeting Room									
619	Special Lighting/multi-media		1							
620	Civic	1								
621										
622	Community Room Stage		6							
623	Seniors	1								
624	PTO	1								
625	Home school	1								
626	Civic	1								
627	Youth	1								
628	High Desert	1								
629										
630	Exhibits									
631	Youth	1								
632	Seniors	1								
633	Agua Dulce Elementary	1								
634										
635	Acoustics		1							
636	Seniors	1								
637	Interpreting & Comfortable Design		1							
638	Vasquez	1								
639	Emergency Systems		1							
640	Civic	1								
641										
642	Entry		2							
643	Acton Elementary	1								
644	Vasquez	1								

ACTON/VAGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Service	SUM	COMMENTS						
645										
646	Exhibits									
647	Exhibits built into the walls		6							
648	Services	1								
649	Civic	1								
650	Youth	1								
651	Action Elementary	1								
652	Agua Dulce Elementary	1								
653	Homeschool	1								
654										
655	Exhibits for Books		5							
656	Seniors	1								
657	Youth	1								
658	Action Elementary	1								
659	Agua Dulce	1								
660	Meadowdale	1								
661	Fireplace		4							
662	Seniors	1								
663	Civic	1								
664	Vasquez	1								
665	Action Elementary	1								
666	Furnishings		6							
667	Comfortable Furniture/soft seating									
668	Seniors	1								
669	Civic	1								
670	High Desert	1								
671	Vasquez	1								
672	Action Elementary	1								
673	Teachers	1								
674										
675	Large Tables		2							
676	Homeschool	1								
677	Vasquez	1								
678										

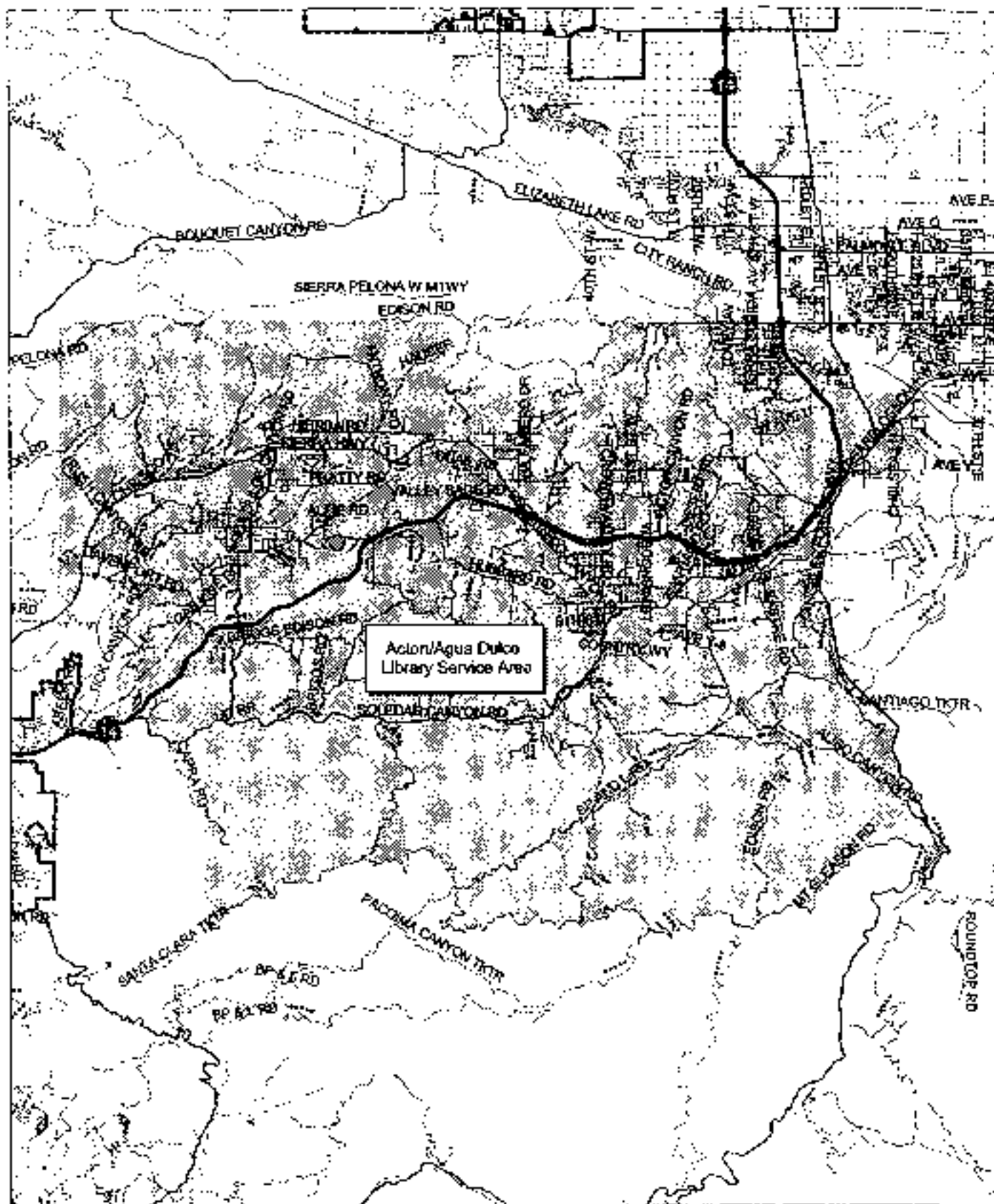
ACTON/AGUA DULCE PUBLIC LIBRARY • SUMMARY OF SERVICES DESIRED • PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups								
2	THAT RECOMMENDED SERVICES	for Service	SUM	COMMENTS						
679	Study Carrels	1	1							
680	Homework									
681										
682	Floor Covering	1	1							
683	Meadowlark									
684										
685	Photographs on Walls	1	1							
686	Meadowlark Elementary									
687			2							
688	Lighting	1	1							
689	Seniors	1	1							
690	Valquez									
691			1							
692	Materiale	1								
693	Chic									
694			5							
695	Outdoor Area	1	1							
696	Homework									
697	Chic	1	1							
698	Seniors	1	1							
699	Valquez	1	1							
700	Youth	1	1							
701	Acton Elementary									
702			1							
703	Parking	1	1							
704	Chic									
705			5							
706	Stage in Children's Area	1	1							
707	Agua Dulce Elementary	1	1							
708	Meadowlark Elementary	1	1							
709	High Desert	1	1							
710	Youth	1	1							
711	Acton Elementary									
712										

ACTON/AGUA DULCE PUBLIC LIBRARY - SUMMARY OF SERVICES DESIRED - PUBLIC MEETINGS JANUARY 22 thru JANUARY 25, 2003

A	B	C	D	E	F	G	H	I	J	K
1	SERVICES DESIRED & FOCUS GROUPS	Groups for Service	SUM	COMMENTS						
2	THAT RECOMMENDED SERVICES									
713	Study Rooms	1	1							
714	Civics	1								
715										
716	Windows, Large/full of Light in Building		6							
717	Home school	1								
718	Sanctos	1								
719	Acton Elementary	1								
720	Vasquez	1								
721	Acton Elementary	1								
722	Civics	1								
723										

**APPENDIX D:**  
**COUNTY OF LOS ANGELES PUBLIC LIBRARY**  
**ACTON/AGUA DULCE LIBRARY**  
**SERVICE AREA MAP**



County of Los Angeles Public Library

## Library Service Area Mapping Project

## Acton/Agua Dulce Service Area: 2020

Scale 1:180,000

0 4 8 Miles



----- City Served

Marc A. Futterman & Associates, November 2001

**APPENDIX E:  
COUNTY OF LOS ANGELES PUBLIC LIBRARY  
ACTON/AGUA DULCE LIBRARY  
SUMMARY OF PROPOSED COLLECTIONS**



# Allocation of the Library's Book Collection

## CATEGORY

Subcategory Volume Type	Percent of Collection	Projected Total Volumes	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear Foot
<b>Adult/Young Adult</b>	<b>70.19%</b>	<b>31,025</b>	<b>27.01%</b>	<b>22,644</b>	<b>8.688</b>
<b>Browsing</b>					
New Books	1.63%	720	50.00%	360	9
New Books (Face Out)	0.07%	30	0.00%	30	1
<b>Careers</b>					
Careers	1.13%	500	33.30%	335	6
Homework Collection	1.13%	500	35.30%	325	8
Textbook Collection (Reserve)	0.51%	225	0.00%	225	8
<b>Fiction</b>					
Fiction	5.66%	2,500	30.00%	1,750	8
<b>Large Print</b>					
Large Print	1.70%	750	25.00%	563	5
<b>Non-Fiction</b>					
Non-Fiction	44.57%	19,700	25.00%	14,775	8
<b>Paperbacks</b>					
Paperbacks	4.52%	2,000	35.00%	1,300	16
<b>Ready Reference</b>					
Ready Reference	0.45%	200	0.00%	200	6
<b>Reference</b>					
Reference	2.25%	1,000	0.00%	1,000	6
<b>Spanish Language</b>					
Spanish Language	1.13%	500	25.00%	375	8
<b>Special</b>					
Special Books	0.79%	350	30.00%	245	5
<b>Young Adult</b>					
Young Adult Fiction	1.13%	500	33.00%	335	13
Young Adult Non-Fiction	0.68%	300	33.00%	201	11
Young Adult Paperbacks	2.83%	1,250	50.00%	625	16
<b>Children/Juvenile</b>	<b>29.81%</b>	<b>13,175</b>	<b>30.09%</b>	<b>9,210</b>	<b>15.71</b>
<b>Children's Easy Readers</b>					
Children's Easy Readers	1.58%	700	20.00%	560	20
<b>Children's Paperbacks</b>					
Children's Paperbacks	2.26%	1,000	40.00%	600	16
<b>Children's Picture Books</b>					
Children's Picture Books	3.17%	1,400	20.00%	1,120	20
<b>Children's Reference</b>					
Children's Reference	0.62%	275	0.00%	275	8
<b>Children's Spanish Language</b>					
Children's Spanish Language	0.23%	100	20.00%	80	20



**Juvenile Fiction**

Juvenile Fiction	5.11%	2,700	25.00%	2,025	13
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**Juvenile Non-Fiction**

Juvenile Non-Fiction	15.84%	7,000	35.00%	4,550	13
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<b>Totals:</b>	<b><u>100.00%</u></b>	<b><u>44,200</u></b>	<b><u>27.93%</u></b>	<b><u>31,854</u></b>	<b><u>10.8</u></b>
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# Allocation of the Library's Multimedia Collections

## CATEGORY

Subcategory Volume Type	Percent of Collection	Projected Total Volumes	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear Foot
<b>Adult/Young Adult</b>	<b>79.00%</b>	<b>4,740</b>	<b>46.84%</b>	<b>2,520</b>	<b>24.17</b>
Audio Book Compact Disc					
Audio Book CD (CD ROM)	13.33%	800	35.00%	520	25
Audio Compact Disc (CD)					
Audio Compact Disc (CD)	26.66%	1,590	50.00%	795	25
CD-ROM					
CD-ROM	4.17%	250	50.00%	125	25
DVD					
DVD	25.00%	1,500	50.00%	750	25
Young Adult					
Media Kit (Audio Cassette W/ Book)	5.00%	300	40.00%	180	20
Young Adult Audio Compact Disc (CD)	5.00%	300	50.00%	150	25
<b>Children/Juvenile</b>	<b>21.00%</b>	<b>1,260</b>	<b>50.24%</b>	<b>627</b>	<b>24.2</b>
Audio Compact Disc (CD)					
Audio Compact Disc (CD)	1.67%	100	35.00%	65	25
CD-ROM					
CD-ROM	2.50%	150	67.00%	49	25
DVD					
DVD	12.83%	770	50.00%	385	25
Juvenile International Language					
Juvenile International Languages	0.67%	40	30.00%	28	28
Media Kits					
Media Kit (Audio Cassette W/ Book)	3.33%	200	50.00%	100	20
<b>Totals:</b>	<b>100.00%</b>	<b>6,000</b>	<b>47.55%</b>	<b>3,147</b>	<b>24.2</b>



# Allocation of the Library's Periodical Collection

## CATEGORY

Subcategory Volume Type	Percent of Collection	Projected Total Volumes	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear Foot
<b>Adult/Young Adult</b>	<b>90.57%</b>	<b>48</b>	<b>0.00%</b>	<b>48</b>	<b>1</b>
<b>Current Magazines</b>					
Current Magazines	65.04%	35	0.00%	35	1
<b>Current Newspapers</b>					
Current Newspapers	5.66%	3	0.00%	3	1
<b>Young Adult Current Magazines</b>					
Young Adult Current Magazines	18.87%	10	0.00%	10	1
<b>Children/Juvenile</b>	<b>9.43%</b>	<b>5</b>	<b>0.00%</b>	<b>5</b>	<b>1</b>
<b>Children's Current Magazines</b>					
Children's Current Magazines	9.43%	5	0.00%	5	1
<b>Totals:</b>	<b>100.00%</b>	<b>53</b>	<b>0.00%</b>	<b>53</b>	<b>1</b>



**APPENDIX F:**  
**COUNTY OF LOS ANGELES PUBLIC LIBRARY**  
**ACTON/AGUA DULCE LIBRARY**  
**SUMMARY OF COLLECTION SPACE NEEDS/SHELVING**

# Shelving the Library's Collections

## TYPE

### CATEGORY

Volume Type  
Shelving Type

Projected Volumes on Shelf	Volumes/ Linear Foot	SHELVING		TOTAL
		UNIT QTY	SqFt/ UNIT	SqFt

## Book

### ADULT/YOUNG ADULT

22,644	8.69	--	--	1,662
--------	------	----	----	-------

#### Careers

36" Aisle SF 66"H Steel Shelving W/ 5 Shelves 3'W x 12'D unit w/ end panels & canopy top	355	6	4	12	48
---	-----	---	---	----	----

#### Fiction

36" Aisle DF 90"H Steel Shelving W/ 14 Shelves 3'W x 24"D unit w/ end panels	1,750	6	6	18	108
---	-------	---	---	----	-----

#### Homework Collection

36" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/ end panels & canopy top	325	8	2	16	36
--	-----	---	---	----	----

#### Large Print

36" Aisle SF 66"H Steel Shelving W/ 5 Shelves 3'W x 12'D unit w/ end panels & canopy top	563	8	5	12	60
---	-----	---	---	----	----

#### New Books

48" Aisle DF 58"H Bookstore Display Shelving 3'W x 36"D w/ 10 angled shelves	360	6	2	32	64
---	-----	---	---	----	----

#### New Books (Face Out)

48" Aisle DF 58"H Bookstore Display Shelving 3'W x 36"D w/ 10 angled shelves	39	1	1	32	32
---	----	---	---	----	----

#### Non-Fiction

36" Aisle DF 90"H Steel Shelving W/ 12 Shelves 3'W x 24"D unit w/ end panels	14,775	8	52	38	936
---	--------	---	----	----	-----

#### Paperbacks

Paperback Rotor Tower SF 68" Shelving Unit 2 Rotor towers w/ 6 tiers per tower in a SF shelving unit	1,390	16	5	12	60
---	-------	----	---	----	----

#### Ready Reference

36" Aisle SF 45"H Steel Shelving W/ 3 Shelves 3'W x 12'D unit w/ end panels & canopy top	200	6	4	12	48
---	-----	---	---	----	----

#### Reference

36" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/ end panels & canopy top	1,060	6	6	18	108
--	-------	---	---	----	-----

#### Spanish Language

36" Aisle SF 90"H Steel Shelving W/ 7 Shelves 3'W x 12'D unit w/ end panels	375	8	3	12	36
--	-----	---	---	----	----

#### Special Books

36" Aisle SF 90"H Steel Shelving W/ 6 Shelves 3'W x 12'D unit w/ end panels	245	8	2	12	24
--	-----	---	---	----	----

#### Textbook Collection (Reserve)

36" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/ end panels & canopy top	225	8	1	18	18
--	-----	---	---	----	----



**TYPE****CATEGORY**

Volume Type  
Shelving Type

Projected  
Volumes  
on Shelf

Volumes/  
Linear  
Foot

**SHELVING**  
**UNIT** **SqFt/**  
**QTY** **UNIT**

**TOTAL**  
**SqFt**

**Book****ADULT/YOUNG ADULT****22,644****8.69****—****--****1,662****Young Adult Fiction**

36" Aisle SF 66"H Steel Shelving W/ 5 Shelves  
3"W x 12"D unit w/end panels & canopy top

335

13

2

12

24

**Young Adult Non-Fiction**

36" Aisle SF 66"H Steel Shelving W/ 5 Shelves  
3"W x 12"D unit w/end panels & canopy top

201

11

2

12

24

**Young Adult Paperbacks**

Paperback Rotor Tower SF 66" Shelving Unit  
2 Rotor towers w/ 6 tiers per tower in a SF shelving unit

625

16

3

12

36

**CHILDREN/JUVENILE****9,210****15.7****—****--****546****Children's Easy Readers**

36" Aisle SF 45"H Steel Shelving W/ 3 Shelves  
3"W x 12"D unit w/end panels & canopy top

560

20

4

12

48

**Children's Paperbacks**

Paperback Rotor Tower DF 66" Shelving Unit  
4 Rotor towers w/ 6 tiers per tower in a DF shelving unit

601

16

2

18

36

**Children's Picture Books**

36" Aisle SF 45"H Steel Shelving W/ 3 Shelves  
3"W x 12"D unit w/end panels & canopy top

1,120

20

7

12

84

**Children's Reference**

36" Aisle DF 45"H Steel Shelving W/ 6 Shelves  
3"W x 24"D unit w/end panels & canopy top

275

8

2

18

36

**Children's Spanish Language**

36" Aisle DF 66"H Steel Shelving W/ 10 Shelves  
3"W x 24"D unit w/end panels & canopy top

80

20

1

18

18

**Juvenile Fiction**

36" Aisle DF 66"H Steel Shelving W/ 10 Shelves  
3"W x 24"D unit w/end panels & canopy top

2,025

13

6

18

108

**Juvenile Non-Fiction**

36" Aisle DF 66"H Steel Shelving W/ 10 Shelves  
3"W x 24"D unit w/end panels & canopy top

4,550

13

12

18

216

**Totals for Book:****31,854****10.83****—****—****2,208**

# TYPE

## CATEGORY

Volume Type  
Shelving Type

Projected  
Volumes  
on Shelf

Volumes/  
Linear  
Foot

SHELVING  
UNIT SqFt/  
QTY UNIT

TOTAL  
SqFt

## Multimedia

### ADULT/YOUNG ADULT

#### Audio Book CD (CD ROM)

Audio CD SF 66" Shelving W/ 4 Sliding Browser Boxes  
3'W x 12'D unit - 96 audio CD's / box

525 25 3 12 24

#### Audio Compact Disc (CD)

Audio CD SF 66" Shelving W/ 4 Sliding Browser Boxes  
3'W x 12'D unit - 96 audio CD's / box

795 25 3 12 36

#### CD-ROM

CD-ROM SF 66" Shelving Unit W/ 4 Sliding Browser Boxes  
3'W x 12'D unit - 96 CD-ROM's / box

125 25 1 12 12

#### DVD

DVD 66" SF Shelving Unit W/ 4 Sliding Browser Boxes  
3'W x 12'D unit - 96 DVD's/box

750 25 3 12 36

#### Media Kit (Audio Cassette W/ Book)

36" Aisle DF 66"H Steel Shelving W/ 3 Shelves  
3'W x 24'D unit w/end panel & canopy top

180 20 1 18 18

#### Young Adult Audio Compact Disc (CD)

CD-ROM SF 66" Shelving Unit W/ 4 Sliding Browser Boxes  
3'W x 12'D unit - 96 CD-ROM's / box

150 25 1 12 12

### CHILDREN/JUVENILE

#### Audio Compact Disc (CD)

Audio Compact Disc (CD) SF 45" Shelving Unit  
3'W x 12'D unit W/3 Sliding Browser Boxes - 96 audio  
CD's/box

65 25 1 12 12

#### CD-ROM

CD-ROM SF 45" Shelving Unit W/3 Sliding Browser Boxes  
3'W x 12'D unit W/3 Sliding Browser Boxes - 96 CD-  
ROM's/box

40 25 1 12 12

#### DVD

DVD SF 45" Shelving Unit W/ 3 Sliding Browser Boxes  
3'W x 12'D unit - 96 DVD/box

385 25 2 12 24

#### Juvenile International Languages

CD-ROM SF 66" Shelving Unit W/ 4 Sliding Browser Boxes  
3'W x 12'D unit - 96 CD-ROM's / box

28 26 1 12 12

#### Media Kit (Audio Cassette W/ Book)

Media Kit (Audio Cassette W/ Book) SF 45" Shelving  
3'W x 12'D unit W/2 Rods - 20 media kits/rod

100 20 1 12 12

#### Totals for Multimedia:

3,147 24.18 -- -- 210





**TYPE****CATEGORY**

Volume Type

Shelving Type

Projected  
Volumes  
on ShelfVolumes/  
Linear  
Foot**SHELVING**  
**UNIT** **SqFu**  
**QTY** **UNIT****TOTAL**  
**SqFt****Periodical****ADULT/YOUNG ADULT****48      1      --      --      84****Current Magazines**

36" Aisle SF 66"H Magazine Display Shelving W/ 3 Shelves

45      1      4      12      48

3'W x 12'D unit w/ flip up sloping shelf &amp; shelf underneath

**Current Newspapers**

36" Aisle SF 66"H Newspaper Display Shelving W/ 3 Shelves

5      1      1      12      12

3'W x 12'D unit w/ fixed sloping shelf

**Young Adult Current Magazines**

36" Aisle SF 66"H Magazine Display Shelving W/ 3 Shelves

10      1      2      12      24

3'W x 12'D unit w/ flip up sloping shelf &amp; shelf underneath

**CHILDREN/JUVENILE****5      1      --      --      12****Children's Current Magazines**

36" Aisle SF 45"H Magazine Display Shelving W/ 2 Shelves

5      1      1      12      12

3'W x 12'D unit w/ flip up sloping shelf &amp; shelf underneath

**Totals for Periodical:****53      1      --      --      96**